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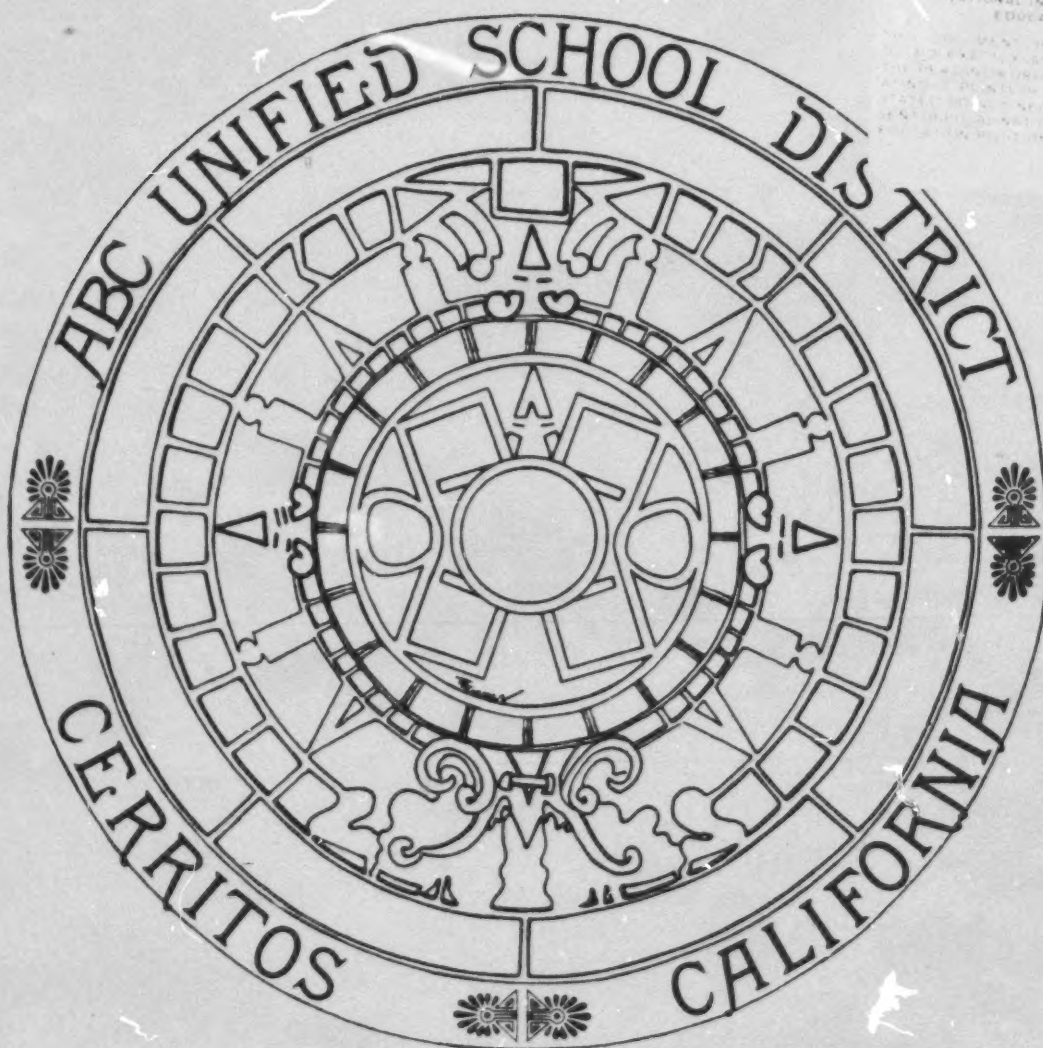
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ABSTRACT

The continuum was developed to provide: (1) a uniform measure of student progress and (2) a progress inventory of the ABC Unified School District's Bilingual Multicultural Program. Six components of the Bilingual Multicultural Curriculum are considered in this management system: Spanish Oral Language Development Objectives, Spanish Reading Readiness Objectives, Spanish Reading Objectives, English Oral Language Development Objectives (ESL), Spanish as a Second Language Objectives, and Multicultural Objectives. A non-graded approach is used in order to provide for individual differences. However, grade levels, K-6, are identified in the multicultural component. In utilizing the management system, the teacher should be aware that objectives and subobjectives are identified within each component. A check-off sheet for each is also provided. (NQ)

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ALIANZA BILINGÜE CULTURAL



PROGRESS INVENTORY

ED131976

RC001550

ALIANZA BILINGÜE CULTURAL
PROGRESS INVENTORY

ABC UNIFIED SCHOOL DISTRICT
16700 Norwalk Blvd
Norwalk, California

Revised
September 1976

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ACKNOWLEDGEMENTS

Alianza Bilingue Cultural Progress Inventory was developed by the Bilingual Program Staff of the ABC Unified School District with the assistance of an ESEA, Title VII Grant from the U.S. Office of Education. It is noted that in the development of the inventory ideas were drawn from many sources. However, special recognition is given to major contributors.

In this regard, special thanks and appreciation is extended to Juan Lezama, Lennox School District, Sally Avid, Fresno Unified School District, and to the ABC Unified School District Curriculum Lab. Special commendation is given to Marge Ferguson and the Graphic Communication Center for their assistance.

The Bilingual Program Staff of the ABC Unified School District deserves special recognition. The outstanding leadership of Lilia Stapleton and the intensive conscientious efforts of Evalyn MacAdam, Robert Parra and Olga Valle is deserving of special praise.

Roque Berlanga
Director
Bilingual Education

TO THE TEACHER

This continuum was developed to provide a uniform measure of student progress. It is hoped the instrument will achieve its intended purpose as well as provide a progress inventory of the ABC Unified School District's Bilingual Multicultural Program.

Six components of the Bilingual Multicultural Curriculum are considered in this management system:

- Spanish Oral Language Development Objectives
- Spanish Reading Readiness Objectives
- Spanish Reading Objectives
- English Oral Language Development Objectives (E.S.L.)
- Spanish as a Second Language Objectives
- Multicultural Objectives

In developing this system a non-graded approach was used. This was done to provide for individual differences. It is noted, however, that grade levels are identified in the multicultural component.

In utilizing the management system the teacher should be aware that objectives and subobjectives are identified within each component. A check-off sheet for each is also provided. With the intent of simplification the following suggestions are made:

- A. List the names of Spanish and English dominant students separately.
- B. List the names of students in alphabetical order.
- C. Color coding can be used for:
 - 1. Student identification
 - 2. "Mastery" or need for reinforcement
- D. Dates for individual mastery should be indicated.
- E. If the entire class has mastered an item, a vertical line through the appropriate space with a notation of date is sufficient.

Since this management system is in its development stages, suggestions as to the appropriateness and effectiveness of this instrument are solicited.

Grade _____

Alphabetize

Girls, then

Boys

LAST NAME

FIRST; THEN

INITIAL

Student Number

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SPANISH
ORAL
LANGUAGE
DEVELOPMENT

STUDENT NUMBER		
	1.1.	1.1.1
1	Destrezas Auditivas	1.1.1
2	Diferenciación de Sonido	1.1.1
3	Sonidos Ruidosos ó Suaves	1.1.1
4	Sonidos Humanos e Inhumanos	1.1.1
5	Sonidos breves con la lengua, saltando, brincando y aplaudiendo	1.1.1
6		1.1.2
7		1.1.3
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	Palabras Rítmicas	1.1.4
	Sonido de Vocales	1.1.5
	Sonido de Consonantes	1.1.6
	Combinaciones de Consonantes y Vocales	1.1.7
	Consonante o Vocal Final	1.1.8
	Dos Letras - Un Solo Sonido	1.1.9
	Identificación de Sonido Inhumano	1.1.10
	Acento y Tono	1.1.11
	Discriminación de Sonido	1.1.12
	Secuencia Auditiva	1.1.13
	Direcciones Orales	2.
	Ordenes	1.1.2.1.

SPANISH ORAL LANGUAGE DEVELOPMENT

1.1 Destrezas Auditivas

1.1.1 Diferenciación de Sonido

- 1.1.1.1 Al dársele ciertos sonidos, el alumno podrá distinguir oralmente sonidos ruidosos ó suaves.
- 1.1.1.2 Al dársele ciertos sonidos, el alumno podrá distinguir entre sonidos humanos y sonidos inhumanos.
- 1.1.1.3 Al dársele ciertos sonidos rítmicos, el alumno podrá diferenciar entre sonidos breves con la lengua, saltando, brincando y aplaudiendo.
- 1.1.1.4 Al dársele oralmente una serie de palabras, el alumno podrá identificar palabras rítmicas.
- 1.1.1.5 Al dársele la necesaria preparación, el alumno nombrará las vocales que oye en una palabra.
- 1.1.1.6 Al dársele la necesaria preparación, el alumno nombrará las consonantes que oye en una palabra.
- 1.1.1.7 Al dársele la necesaria preparación, el alumno nombrará combinaciones de consonantes y vocales en una palabra.
- 1.1.1.8 Al dársele la necesaria preparación, el alumno indicará oralmente la consonante ó vocal final en una palabra.
- 1.1.1.9 Al dársele la preparación necesaria, el alumno indicará oralmente las dos letras que producen un solo sonido en una palabra.
- 1.1.1.10 Al dársele ciertos sonidos inhumanos, el alumno podrá identificar el origen del sonido.
- 1.1.1.11 Al dársele un modelo fácil vocálico con variación en tono y acento, el alumno lo podrá imitar.
- 1.1.1.12 Al dársele dos pares de palabras oralmente, el alumno podrá indicar si los pares son iguales.
- 1.1.1.13 Al dársele una oración con conocimientos familiar de 7-13 sílabas, el alumno lo podrá repetir palabra por palabra.

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DEVELOPMENT

STUDENT NUMBER

Dibujar un Dibujo	1.1. 2.2.
Arreglar Dibujos en un Orden	1.1. 2.3.
Participar en un Juego	1.1. 2.4.
Describiendo un Dibujo	1.1. 2.5.
Trabajo	1.1.
Preparar-Papeles de	2.6.
Voltear la Paigina	1.1.
de un libro y Sequir	2.7.
Dereccion Orales	
Recolección	1.1 3.1
Poner Dibujos En Arden	1.1 3.1
Indicar Acontecimientos de un Cuento	1.1 3.2
Responder Preguntas Sobre Un Parrafo	1.1 3.3
Identificar el Sentido y la Idco Principal	1.1 3.4
Conceptos de la lengua Oral	1.1 4.
Conceptos de Tiempo Relativo	1.1 4.1
Unidades de Tiempo	1.1 4.2
Concepto de opuestos	1.1 4.3
Conceptos Espaciales	1.1 4.4
Conceptos de Igual-diferente	1.1 4.5

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1.1.2 Direcciones Orales

- 1.1.2.1 Al dársele la preparación necesaria, el alumno podrá seguir direcciones al obedecer órdenes, indicando partes del cuerpo y colocando objetos detrás, entre, alrededor, sobre de, enfrente de, al lado de, debajo de, en, por, sobre, aquí, allí, cerca y lejos de otros objetos.
- 1.1.2.2 Al dársele las necesarias preparaciones, el alumno podrá seguir las direcciones dadas para dibujar un dibujo.
- 1.1.2.3 Al dársele las necesarias preparaciones, el alumno podrá seguir las direcciones para arreglar dibujos y objetos en un orden predeterminado.
- 1.1.2.4 Al dársele las preparaciones necesarias para seguir direcciones, el alumno podrá participar en un juego.
- 1.1.2.5 Al dársele las preparaciones necesarias, el alumno podrá seguir las direcciones para dictar una oración describiendo un dibujo, un objeto ó una experiencia.
- 1.1.2.6 Al dársele las preparaciones necesarias, el alumno podrá seguir las direcciones para preparar sus papeles de trabajo.
- 1.1.2.7 Al dársele las preparaciones necesarias, el alumno podrá voltear la página de un libro y seguir las direcciones orales.

1.1.3 Recolección

- 1.1.3.1 Al dársele las preparaciones necesarias, el alumno podrá poner cuatro ó cinco dibujos sobre un cuento en orden.
- 1.1.3.2 Al dársele las preparaciones necesarias, el alumno podrá indicar oralmente acontecimientos en el principio, mitad y el fin de un cuento.
- 1.1.3.3 Al dársele las preparaciones necesarias, el alumno podrá responder a preguntas sobre un párrafo ó cuento.
- 1.1.3.4 Al dársele las preparaciones necesarias, el alumno podrá identificar el sentido y la idea principal de un cuento.

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LANGUAGE
DEVELOPMENT

STUDENT NUMBER		
	Clasificaciones	1.1 4.6
	Asociaciones	1.1 4.7
	Destrezas Orales	1.2
	Combinación de Sonidos	1.2.1
	Oclusion Auditiva	1.2.
	Presentación de Una Idea	1.1 1.2
	Contestar Preguntas	2.
	Usando Frases y Oraciones	1.2 2.1
	Recitar Cuentos y Obras Dedales	1.2 2.2
	Identificar Objetos	1.2 2.3
	Describir Accion	1.2 2.4
	Semejanzas y Diferencias	1.2 2.5
	Mostrar El Habla de Improviso	1.2 3.
	Recitar Cuentos y Obras Dedales	1.2 3.1
	Dictar Una Oracion Breve pero Completa	1.2. 3.2
	Recontar un Cuento	1.2
	Desempenar un Papel Dramatico	3.3 1.2
	Dramatizar una Experiencia Personal	3.4 1.2 3.5
	Contar una Historia	1.2 3.6

1.1.4 Conceptos de la Lengua Oral

- 1.1.4.1 Al dársele una serie de declaraciones oralmente relacionados con conceptos de tiempo, el alumno podrá indicar si las declaraciones son verdad
- 1.1.4.2 Al dársele una serie de declaraciones oralmente relacionadas con unidades de tiempo, (un reloj, un calendario) el alumno podrá mostrar su conocimiento de la relación entre unidades de tiempo. Por ejemplo - segundos, minutos, horas, días, semanas, meses, estaciones.
- 1.1.4.3 Al dársele pares de palabras oralmente el alumno podrá ndicar si las palabras son opuestas ó no.
- 1.1.4.4 Al dársele la preparación necesaria, el alumno podrá moverse en relación con objetos en su espacio. (Por ejemplo: en frente de, detras de, al lado de, entre, hacia, cerca de, lejos de, encima de, abajo de, arriba de, por medio de, alrededor, adentro de, afuera de).
- 1.1.4.5 Al dársele la preparación necesaria, el alumno podrá usar palabras iguales ó diferentes para escribir cosas que son iguales pertenecientes a color, tamaño, etc.
- 1.1.4.6 Al dársele la preparacion necesaria, el alumno podrá clasificar lo siguiente:
 - a. Los articulos de ropa usada por los niños y las niñas en una variedad de lugares (en la playa, la escuela, ect.)
 - b. Los muebles y los objetos domesticos que se encuentran en la sala, la cocina, etc.
 - c. Varias comidas de las categorías de la fruta, los vegetales, las carnes, etc.
 - d. Medios comunes de transportación.
 - e. Los ayudantes de la comunidad - Los animales etc.
 - f. Las categorías de la finca domestica y salvajes.
 - g. Las emociones.
 - h. Los judetes.
- 1.1.4.7 Al dársele la preparacion necesaria, el alumno podrá asociar lo siguiente:

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LANGUAGE
DEVELOPMENT

STUDENT NUMBER

Dramatizar una Historia	1.2 3.7
Dar los Eventos de una Historia	1.2 3.8
Expresar una Idea	1.2
Interaccion Oral en Grupo	3.9
Hacer el Papel de Guion	1.2 4.
Escoger Propias Preguntas	1.2 4.1
Escuchar	1.2 4.2
Quedarse en el Mismo Tema de Discusion.	1.2 4.3
Discutir acerca del Discurso	1.2 4.4
	1.2 4.5

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- a. Identificar varias formas del mismo (Por ejemplo: diferentes formas de sillas)
- b. Objetos que van juntos (Por ejemplo: el pan y la mantequilla)
- c. Agrupar correctamente de acuerdo con la función (Por ejemplo: cosas que vuelan- pájaro, papalote, avión)

1.2 Destrezas Orales

1.2.1 Al dársele sonidos individuales de una palabra, el alumno podrá combinar los sonidos para formar la palabra.

1.2.1.1 Al dársele una parte de la palabra el alumno podrá completar la palabra.

1.2.2 Presentación de una Idea

1.2.2.1 Al dársele la preparación necesaria, el alumno podrá contestar oralmente preguntas usando frases y oraciones.

1.2.2.2 Al dársele la preparación necesaria, el alumno podrá recitar cuentos de niños y obras de autores.

1.2.2.3 Al dársele la preparación necesaria, el alumno podrá identificar objetos oralmente.

1.2.2.4 Al dársele la preparación necesaria el alumno podrá describir una acción.

1.2.2.5 Al dársele la preparación necesaria, el alumno podrá indicar oralmente semejanzas y diferencias.

1.2.3 Demostrar el Habla de Improviso

1.2.3.1 Al dársele la preparación necesaria, el alumno podrá recitar poemas de niños y obras de autores.

1.2.3.2 Al dársele la preparación necesaria, el alumno podrá dictar una oración breve que contiene

1.2.3.3 Al dársele la preparación necesaria, el alumno podrá contar una historia que ha oído o leído

1.2.3.4 Al dársele la preparación necesaria, el alumno podrá dar una presentación de una manera dramática.

1.2.3.5 Al dársele la preparación necesaria, el alumno podrá dramatizar una experiencia personal.

- 1.2.3.6 Al dársele la preparación necesaria, el alumno podrá contar una historia a su clase.
- 1.2.3.7 Al dársele la preparación necesaria, el alumno podrá dramatizar una historia que ha oído ó leído
- 1.2.3.8 Al dársele la preparación necesaria, el alumno podrá dar los eventos de una historia.
- 1.2.3.9 Al dársele preparación necesaria, el alumno podrá expresar sus ideas oralmente a su clase.

1.2.4 Interacción Oral en Grupo

- 1.2.4.1 Al dársele la preparación necesaria, el alumno podrá hacer el papel del guión.
- 1.2.4.2 Al dársele la preparación necesaria el alumno podrá esoger propias preguntas ó temas de discusión.
- 1.2.4.3 Al dársele la preparación necesaria, el alumno podrá manifestar cortesia cuando otra persona está hablando.
- 1.2.4.4 Al dársele la preparación necesaria, el alumno manifestará la capacidad de quedarse en el mismo tema de discusión.
- 1.2.4.5 Al dársele la preparación necesaria, el alumno podrá discutir acerca del discurso.

SPANISH
READING
READINESS
OBJECTIVES

STUDENT NUMBER

Destrezas Motriz

Balanciamento

Movimiento Axial

Movimiento Controlado

Movimiento Controlado

Movimiento Controlado

Movimiento Controlado

Movimiento Controlado

Movimiento con Accesorios

Movimiento con Accesorios

Coordinación de
Músculos Pequeños

Conocimiento de Espacio

Conocimiento Visual

Conocimiento Visual

Comprensión Visual

Discriminación Visual

Memoria Visual

Identificación de Sonidos

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SPANISH READING READINESS OBJECTIVES

2.1 H destrezas Motriz

Al dársele una serie de experiencias inventadas el alumno demostrará su habilidad para distinguir relaciones espaciales como moviendo su cuerpo de la izquierda o la derecha, moviéndose para arriba y abajo, sobre, debajo de, en, afuera, adelante, para atras, etc.

2.2 Balanciamento

Al dársele ciertas direcciones el alumno demostrará su habilidad para balancearse sobre un pie, para andar sobre una línea derecha, y saltar con un pie.

2.3 Movimiento Axial

Al dársele el lugar apropiado el estudiante demostrará su habilidad axial al mecer sus brazos, tomiéndose y tocando el suelo, saltando en el aire.

2.4 Movimiento Controlado

Al dársele suficiente lugar el alumno brincará por un diagrama para el juego llamado o la pata coja (hopscotch).

2.4.1 Al dársele suficiente entrenamiento, el alumno podrá brincar un espacio de tres pies de ancho.

2.4.2 Al dársele suficiente practica, el alumno podrá atrapar un saquito de habas de una distancia de ocho pies.

2.4.3 Al dársele suficiente entrenamiento, el alumno podrá ir a galope por veinte pies y correr por veinte pies.

2.4.4 Al dársele suficiente entrenamiento, el alumno podrá moverse saltando por una distancia designada.

2.5 Movimiento con Accesorios

Al dársele ciertas direcciones, el alumno podrá rodar una pelota recta por una distancia.

2.5.1 Al dársele ciertas direcciones, el alumno podrá tirar un articulo y pegarle al blanco de una distancia de ocho pies.

2.6 Coordinación de Musculos Pequeños

Al dársele ciertas direcciones, el alumno podrá tocar cada dedo independiente.

SPANISH READING READINESS OBJECTIVES

2.7 Conocimiento de Espacio

Al dársele los materiales necesarios el alumno pasará por debajo de una regla colocada entre 2 objetos al nivel de su cinturón.

2.8 Conocimiento Visual

Al dársele los materiales y la preparación, el alumno dibujará con éxito la figura de un hombre con detalles.

2.8.1 Al dársele los materiales y la preparación necesaria el alumno clasificará animales, frutas, legumbres y materiales.

2.9 Comprensión Visual

Al dársele la instrucción necesaria, el alumno completará 3 de las siguientes 5 actividades:

- a) Reconocer 8 colores básicos
- b) Reconocer 2 tamaños chicos/grande
- c) Reconocer 4 de las figuras geométricas
- d) Mostrar movimiento visual de izquierda a derecha
- e) Reproducir figuras sencillas

2.10 Discriminación Visual

Al dársele la instrucción esencial el alumno escogerá cosas parecidas y cosas diferentes.

2.11 Memoria Visual

Al dársele varios dibujos y objetos la segunda vez, el alumno recordará y nombrará los colores, figuras, objetos, letras y palabras.

2.12 Identificación de Sonidos

Al dársele sonidos el alumno identificará sonidos con los ojos cerrados y reproducirá un patrón rítmico.

2.13 Discriminación

Al dársele una lista de palabras el alumno reconocerá oralmente las semejanzas y diferencias de las palabras rítmicas.

SPANISH READING READINESS OBJECTIVES	STUDENT NUMBER		2.13	2.14	2.15	2.15.1	2.16	2.17	2.17.1	2.18	2.19	2.19.1	2.20	2.20.1	2.20.2	2.21	2.21.1	2.22	2.22.1
			Discriminación	Memoria	Comprensión	Comprensión	Expresión Oral	Expresión Espontánea	Expresión Espontánea	Preguntas/Contestaciones	Conversación	Conversación	Narrar Cuentos	Narrar Cuentos	Narrar Cuentos	Escribir al Dictado	Escribir al Dictado	Descripción	Descripción
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SPANISH READING READINESS OBJECTIVES

2.14 Memoria

Al dársele direcciones específicas y palabras el alumno podrá recordar una palabra de prueba, seguir direcciones sencillas y podrá desempeñar una tarea.

2.15 Comprensión

Al dársele un cuento en dibujos el alumno podrá arreglar el cuento en el orden apropiado.

15.1 Al leerse un cuento oralmente el alumno podrá contestar preguntas como

¿quien?
¿qué?
¿dónde?
¿porqué?

2.16 Expresión Oral

Al dársele diversas experiencias para aprender versos, obras dedales, poemas, y cuentos el alumno recitará 2 versos a vos alta, 1 poema y mostrará la obra dedal.

2.17 Expresión Espontánea

Al darsele un clima estimulante el alumno participará en discusiones y compartirá sus propias experiencias con la clase.

17.1 Al dársele las experiencias necesarias el alumno desarrollará un vocabulario adecuado para comunicar sus ideas.

2.18 Preguntas/Contestaciones

Al dársele oportunidades múltiples el alumno contestará preguntas sobre cuentos, dibujos y películas.

2.19 Conversación

Al dársele un clima estimulante el alumno participará en una conversación.

19.1 Al dársele un clima comfortable el alumno iniciará una conversación.

2.20 Narrar Cuentos

Al dársele las experiencias adecuadas el alumno dirá un cuento original.

20.1 Al leerle un cuento el alumno lo repitará.

SPANISH READING READINESS OBJECTIVES

- 2.20.2 Al darle un cuento oral ó escrito el alumno compondrá un fin original al cuento.

2.21 Escribir al Dictado

Al dársele un clima estimulante el alumno contribuirá a un cuento compuesto por toda la clase.

- 2.21.1 Al dársele la preparación necesaria el alumno dictará su propio cuento a una grabadora ó a un adulto.

2.22 Descripción

Al dársele los materiales y las direcciones necesarias el alumno completará una tarea y después se la describirá a la clase.

- 2.22.1 Al dársele la oportunidad para desarrollar un vocabulario extenso el alumno describirá algo mientras los demás de la clase adivina lo que es.

NOTE TO TEACHERS:

The following Spanish reading objectives have been primarily designed to follow the Santillana Programa de Lengua Española. It is recommended that the teacher refer to the Teacher's Guide which provides a wealth of resource information, including specific lesson plans and activities. It is also advised that the teacher refer to the Program Management System Teacher's Guide for guidance in using the Criteria Referenced Assessment evaluation tools.

SPANISH
READING
OBJECTIVES
MIRA:
LEVEL I

STUDENT NUMBER

MIRA 1

COMPRESIÓN:

IDENTIFICAR PERSONAJES

DISCRIMINACIÓN

VISUAL: POSICIÓN

DISCRIMINACIÓN

VISUAL: FORMA

ANÁLISIS FONÉTICO: M

COORDINACIÓN MOTRIZ

MIRA 2

COMPRESIÓN:

SECUENCIA DE EVENTOS

ANÁLISIS FONÉTICO: P

ANÁLISIS FONÉTICO: T

DISCRIMINACIÓN

VISUAL: TAMAÑO

DISCRIMINACIÓN

VISUAL: POSICIÓN

MIRA 3

COMPRESIÓN

IDENTIFICAR LUGAR

ANÁLISIS FONÉTICO: C

COMPRESIÓN:

ANÁLISIS DE PERSONAJES

DISCRIMINACIÓN

VISUAL: FORMA

DISCRIMINACIÓN

VISUAL: POSICIÓN

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SPANISH READING OBJECTIVES

LEVEL I

I.3.1 Mira 1 (Plan Número 1 a 5)

- I.3.1.1 Comprensión: Identificar personajes (Ejercicios 1 y 3)
- I.3.1.2 Discriminación visual: Posición (Ejercicios 2 y 6)
- I.3.1.3 Discriminación visual: Forma (Ejercicios 4 y 8)
- I.3.1.4 Análisis fonético: Sonido inicial "m" (Ejercicios 5 y 9)
- I.3.1.5 Coordinación motriz: Movimiento manual de izquierda a derecha (Ejercicios 7 y 10)

I.3.2 Mira 2 (Plan Número 6 a 11)

- I.3.2.1 Comprensión: Secuencia de eventos (Ejercicios 1 y 3)
- I.3.2.2 Análisis fonético: Sonido inicial "p" (Ejercicios 2 y 6)
- I.3.2.3 Análisis fonético: Sonido inicial "t" (Ejercicios 4 y 7)
- I.3.2.4 Discriminación visual: Clasificación por tamaño (Ejercicios 5 y 9)
- I.3.2.5 Discriminación visual: Posición (Ejercicios 8 y 10)

I.3.3 Mira 3 (Plan Número 12 a 15)

- I.3.3.1 Comprensión: Identificar lugar (Ejercicios 1 y 3)
- I.3.3.2 Análisis fonético: Sonido inicial "c" (Ejercicios 2 y 6)
- I.3.3.3 Comprensión: Análisis de personajes: sentimientos (Ejercicios 4 y 8)
- I.3.3.4 Discriminación visual: Forma (Ejercicios 5 y 9)

SPANISH
READING
OBJECTIVES
MIRA:
LEVEL I

STUDENT NUMBER	I 3.4	I 3.4.1	I 3.4.2	I 3.4.3	I 3.4.4	I 3.4.5	I 3.4.6
MIRA 4							
COMPRESIÓN IDENTIFICAR PERSONAJES							
ANÁLISIS FONÉTICO: B							
COMPRESIÓN:							
ANÁLISIS DE PERSONAJES							
ANÁLISIS FONÉTICO: P							
ANÁLISIS FONÉTICO: RIMAS							
COMPRESIÓN: INTERPRETACIÓN							

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- I.3.3.5 Discriminación visual: Posición (Ejercicios 7 y 10)
- I.3.4 Mira 4 (Plan Número 16 a 20)
 - I.3.4.1 Comprensión: Identificar personajes (Ejercicio 1)
 - I.3.4.2 Análisis fonético: Sonido inicial "b" (Ejercicios 2 y 10)
 - I.3.4.3 Comprensión. Análisis de personajes: sentimientos (Ejercicio 3)
 - I.3.4.4 Análisis fonético: Sonido inicial "p" (Ejercicios 4 y 9)
 - I.3.4.5 Análisis fonético: Rimas (Ejercicios 5 y 7)
 - I.3.4.6 Comprensión: Interpretación (Ejercicios 6 y 8)

SPANISH
READING
OBJECTIVES
MIRA Y LEE:
LEVEL II

STUDENT NUMBER

MIRA Y LEE 1

COMPRESIÓN:

ANÁLISIS DE PERSONAJES

COMPRESIÓN:

IDENTIFICAR PERSONAJES

COMPRESIÓN:

INTERPRETACIÓN

ANÁLISIS FONÉTICO: M

ANÁLISIS FONÉTICO: B

DISCRIMINACIÓN VISUAL:

GRAFÍAS

DISCRIMINACIÓN VISUAL:

POSICIÓN

RECONOCIMIENTO

DE PALABRAS

DISCRIMINACIÓN VISUAL:

FORMA Y POSICIÓN

MIRA Y LEE 2

COMPRESIÓN: SECUENCIA

DE EVENTOS

COMPRESIÓN:

COMPLETAR ORACIONES

COMPRESIÓN: INTERPRETACIÓN

E IDENTIFICACIÓN

RECONOCIMIENTO

DE PALABRAS

ANÁLISIS FONÉTICO: T

ANÁLISIS FONÉTICO: A

ANÁLISIS FONÉTICO: C

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SPANISH READING OBJECTIVES

LEVEL II

II.3.1 Mira y Lee 1 (Plan Número 1 a 10)

- II.3.1.1 Comprensión: Análisis de personajes: sentimientos (Ejercicios 1 y 6)
- II.3.1.2 Comprensión: Identificar personajes (Ejercicios 2, 5 y 8)
- II.3.1.3 Comprensión: Interpretación; señalar desenlaces (Ejercicio 3)
- II.3.1.4 Análisis fonético: Sonido inicial "m" (Ejercicios 4 y 7)
- II.3.1.5 Análisis fonético: Sonido inicial "b" (Ejercicios 9 y 13)
- II.3.1.6 Discriminación visual: Diferenciación de grafías (Ejercicios 10, 14 y 18)
- II.3.1.7 Discriminación visual: Posición (Ejercicios 11, 12, 17 y 19)
- II.3.1.8 Reconocimiento de palabras: Uso de láminas (Ejercicio 15 y 16)
- II.3.1.9 Discriminación visual: Forma y posición (Ejercicio 20)

II.3.2 Mira y Lee 2 (Plan Número 11 a 20)

- II.3.2.1 Comprensión: Secuencia de eventos (Ejercicios 1 y 5)
- II.3.2.2 Comprensión: Completar oraciones (Ejercicios 2 y 6)
- II.3.2.3 Comprensión: Interpretación e identificación (Ejercicios 3 y 7)
- II.3.2.4 Reconocimiento de palabras: Uso de láminas (Ejercicios 4 y 9)
- II.3.2.5 Análisis fonético: Sonido inicial "t" (Ejercicios 8 y 13)

SPANISH
READING
OBJECTIVES
MIRA Y LEE:
LEVEL II

STUDENT NUMBER	II 3.2.8	II 3.2.9	II 3.2.10	II 3.3	II 3.3.1	II 3.3.2	II 3.3.3	II 3.3.4	II 3.3.5	II 3.3.6	II 3.3.7	II 3.3.8	II 3.3.9	II 3.3.10	II 3.3.11	II 3.4	II 3.4.1	II 3.4.2
1	ANÁLISIS FONÉTICO: P	DISCRIMINACIÓN VISUAL: PALABRAS	DISCRIMINACIÓN VISUAL: GRAFÍAS	MIRA Y LEE 3	COMPRESIÓN: IDENTIFICAR PERSONAJES	COMPRESIÓN: ANÁLISIS LITERAL	COMPRESIÓN: COMPLETAR ORACIONES	RECONOCIMIENTO DE PALABRAS	COMPRESIÓN: INTERPRETACIÓN E INFERENCIAS	ANÁLISIS FONÉTICO: N	ANÁLISIS FONÉTICO: V	ANÁLISIS FONÉTICO: S	ANÁLISIS FONÉTICO: T	DISCRIMINACIÓN VISUAL	ANÁLISIS FONÉTICO: P	MIRA Y LEE 4	COMPRESIÓN: INTERPRETACIÓN	COMPRESIÓN: ANÁLISIS LITERAL
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- II.3.2.6 Análisis fonético: Sonido inicial "a"
(Ejercicios 10 y 18)
- II.3.2.7 Análisis fonético: Sonido inicial "c"
(Ejercicios 11 y 17)
- II.3.2.8 Análisis fonético: Sonido inicial "p"
(Ejercicios 12 y 15)
- II.3.2.9 Discriminación visual: Reconocimiento
de palabras (Ejercicios 14 y 16)
- II.3.2.10 Discriminación visual: Diferenciación de
grafías (Ejercicios 19 y 20)
- II.3.3 Mira y Lee 3 (Plan Número 21 a 30)
 - II.3.3.1 Comprensión: Identificar personajes (Ejercicio 1)
 - II.3.3.2 Comprensión: Análisis literal (Ejercicios
2 y 6)
 - II.3.3.3 Comprensión: Completar oraciones (Ejercicios
3 y 12)
 - II.3.3.4 Reconocimiento de palabras: Uso de láminas
(Ejercicios 4, 10, 19 y 20)
 - II.3.3.5 Comprensión: Interpretación e inferencias
(Ejercicio 5)
 - II.3.3.6 Análisis fonético: Sonido inicial "n"
(Ejercicios 7 y 15)
 - II.3.3.7 Análisis fonético: Sonido inicial "v"
(Ejercicio 8)
 - II.3.3.8 Análisis fonético: Sonido inicial "s"
(Ejercicios 9 y 13)
 - II.3.3.9 Análisis fonético: Sonido inicial "t"
(Ejercicios 11 y 17)
 - II.3.3.10 Discriminación visual: Reconocimiento de
palabras (Ejercicios 14 y 16)
 - II.3.3.11 Análisis fonético: Sonido inicial "p"
(Ejercicio 18)

II.3.3.4 Mira y Lee 4 (Plan Número 31 a 35)

- II.3.4.1 Comprensión: Interpretación (Ejercicio 1)
- II.3.4.2 Comprensión: Análisis literal (Ejercicio 2)
- II.3.4.3 Comprensión: Análisis de personajes: sentimientos (Ejercicio 3)
- II.3.4.4 Análisis fonético: Sonido inicial "e" (Ejercicios 4 y 12)
- II.3.4.5 Comprensión: Identificar personajes (Ejercicios 5 y 6)
- II.3.4.6 Análisis fonético: Sonido inicial "f" (Ejercicios 7 y 14)
- II.3.4.7 Reconocimiento de palabras: Uso de láminas (Ejercicios 8 y 13)
- II.3.4.8 Discriminación visual: Reconocimiento de palabras (Ejercicios 9 y 16)
- II.3.4.9 Análisis fonético: Sonido inicial "g" (Ejercicios 10 y 15)
- II.3.4.10 Análisis fonético: Sonido inicial "d" (Ejercicios 11 y 18)
- II.3.4.11 Comprensión: Interpretación y asociación de láminas con la lectura (Ejercicio 17)
- II.3.4.12 Análisis estructural: Sílabas iniciales "m" + vocal (Ejercicio 19)
- II.3.4.13 Análisis estructural: Sílabas iniciales "c" + vocal (Ejercicio 20)

SPANISH
READING
OBJECTIVES
LEE Y TRABAJA:
LEVEL III

STUDENT NUMBER	III	3.1	III	3.1.1	III	3.1.2	III	3.1.3	III	3.1.4	III	3.1.5	III	3.1.6	III	3.1.7	III	3.1.8	III	3.1.9	III	3.1.10	III	3.1.11	III	3.2	III	3.2.1	III	3.2.2	III	3.2.3	III	3.2.4	III	3.2.5	
LEE Y TRABAJA 1																																					
COMPRESIÓN: INTERPRE-																																					
TACIÓN E IDENTIFICACIÓN																																					
COMPRESIÓN:																																					
IDENTIFICAR PERSONAJES																																					
ANÁLISIS FONÉTICO: G																																					
COMPRESIÓN:																																					
ANÁLISIS LITERAL																																					
DISCRIMINACIÓN VISUAL																																					
ANÁLISIS FONÉTICO: V																																					
ANÁLISIS FONÉTICO: L																																					
DISCRIMINACIÓN VISUAL																																					
DISCRIMINACIÓN VISUAL																																					
ANÁLISIS ESTRUCTURAL: ES																																					
ANÁLISIS ESTRUCTURAL:																																					
1 + VOCAL																																					
LEE Y TRABAJA 2																																					
COMPRESIÓN: ANÁLISIS																																					
DE PERSONAJES																																					
COMPRESIÓN: IDENTIFICAR																																					
PERSONAJES																																					
COMPRESIÓN: IDEA																																					
PRINCIPAL																																					
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ANÁLISIS LITERAL																																					
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SPANISH READING OBJECTIVES

LEVEL III

I.3.1 Lee y Trabaja 1 (Plan Número 1 a 11)

- III.3.1.1 Comprensión: Interpretación e identificación (Ejercicios 1, 2 y 6)
- III.3.1.2 Comprensión: Identificar personajes (Ejercicio 3)
- III.3.1.3 Análisis fonético: Sonido inicial "g" (Ejercicios 4 y 12)
- III.3.1.4 Comprensión: Análisis literal (Ejercicios 5 y 13)
- III.3.1.5 Discriminación visual: Reconocimiento de palabras (Ejercicios 7, 9, 16 y 17)
- III.3.1.6 Análisis fonético: Sonido inicial "v" (Ejercicios 8 y 11)
- III.3.1.7 Análisis fonético: Sonido inicial "l" (Ejercicios 10 y 15)
- III.3.1.8 Discriminación visual: Clasificación; relación (Ejercicio 14)
- III.3.1.9 Discriminación visual: Clasificación (Ejercicio 18)
- III.3.1.10 Análisis estructural: Sílabas inicial "es" (Ejercicio 19)
- III.3.1.11 Análisis estructural: Sílabas inicial "l" más vocal (Ejercicio 20)

I.3.2 Lee y Trabaja 2 (Plan Número 12 a 20)

- III.3.2.1 Comprensión. Análisis de personajes: sentimientos (Ejercicio 1)
- III.3.2.2 Comprensión: Identificar personajes (Ejercicio 2)
- III.3.2.3 Comprensión: Idea principal (Ejercicios 3 y 5)
- III.3.2.4 Comprensión: Análisis literal (Ejercicios 4 y 13)

SPANISH READING OBJECTIVES

LEVEL III

I.3.1 Lee y Trabaja 1 (Plan Número 1 a 11)

- III.3.1.1 Comprensión: Interpretación e identificación (Ejercicios 1, 2 y 6)
- III.3.1.2 Comprensión: Identificar personajes (Ejercicio 3)
- III.3.1.3 Análisis fonético: Sonido inicial "g" (Ejercicios 4 y 12)
- III.3.1.4 Comprensión: Análisis literal (Ejercicios 5 y 13)
- III.3.1.5 Discriminación visual: Reconocimiento de palabras (Ejercicios 7, 9, 16 y 17)
- III.3.1.6 Análisis fonético: Sonido inicial "v" (Ejercicios 8 y 11)
- III.3.1.7 Análisis fonético: Sonido inicial "l" (Ejercicios 10 y 15)
- III.3.1.8 Discriminación visual: Clasificación; relación (Ejercicio 14)
- III.3.1.9 Discriminación visual: Clasificación (Ejercicio 18)
- III.3.1.10 Análisis estructural: Sílabas inicial "es" (Ejercicio 19)
- III.3.1.11 Análisis estructural: Sílabas inicial "l" más vocal (Ejercicio 20)

I.3.2 Lee y Trabaja 2 (Plan Número 12 a 20)

- III.3.2.1 Comprensión. Análisis de personajes: sentimientos (Ejercicio 1)
- III.3.2.2 Comprensión: Identificar personajes (Ejercicio 2)
- III.3.2.3 Comprensión: Idea principal (Ejercicios 3 y 5)
- III.3.2.4 Comprensión: Análisis literal (Ejercicios 4 y 13)

SPANISH
READING
OBJECTIVES
LEE Y TRABAJA:
LEVEL III

STUDENT NUMBER	ANÁLISIS FONÉTICO: J	DESTREZAS DE ESTUDIO	ANÁLISIS ESTRUCTURAL	ANÁLISIS FONÉTICO: RIMAS COMPRENSIÓN: COMPLETAR ORACIONES	ANÁLISIS ESTRUCTURAL	LEE Y TRABAJA 3 COMPRENSIÓN: ANÁLISIS LITERAL	DESTREZAS DE ESTUDIO COMPRENSIÓN: INTERPRE- TACIÓN E IDENTIFICACIÓN	ANÁLISIS FONÉTICO: R	DISCRIMINACIÓN VISUAL	ANÁLISIS FONÉTICO: LL	ANÁLISIS ESTRUCTURAL: GUIÓN	ANÁLISIS ESTRUCTURAL: DIMINUTIVOS	ANÁLISIS ESTRUCTURAL: PLURAL FEMENINO	ANÁLISIS ESTRUCTURAL: PLURAL MASCULINO	ANÁLISIS ESTRUCTURAL: SUFIJOS
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SPANISH READING OBJECTIVES

LEVEL III

- III.3.2.5 Análisis fonético: Sonido inicial "ll"
(Ejercicios 6 y 9)
- III.3.2.6 Análisis fonético: Sonido inicial "j"
(Ejercicios 7 y 11)
- III.3.2.7 Destrezas de estudio: Orden alfabético
(Ejercicios 8 y 14)
- III.3.2.8 Análisis estructural: Artículos (Ejercicios
10 y 12)
- III.3.2.9 Análisis fonético: Rimas (Ejercicios 15 y 18)
- III.3.2.10 Comprensión: Completar oraciones (Ejercicios
16 y 17)
- III.3.2.11 Análisis estructural: Sufijos (Ejercicios 19 y 20)

II.3.3. Lee y Trabaja 3 (Plan Número 21 a 28)

- III.3.3.1 Comprensión: Análisis literal (Ejercicios
1, 2 y 5)
- III.3.3.2 Destrezas de estudio: Uso del contenido
(Ejercicios 3 y 12)
- III.3.3.3 Comprensión: Interpretación e identificación
(Ejercicio 4)
- III.3.3.4 Análisis fonético: Sonido inicial "r"
(Ejercicios 6 y 13)
- III.3.3.5 Discriminación visual: Clasificación
(Ejercicios 7 y 14)
- III.3.3.6 Análisis fonético: Sonido inicial "ll"
(Ejercicios 8 y 15)
- III.3.3.7 Análisis estructural: Guión (Ejercicios 9 y 16)
- III.3.3.8 Análisis estructural: Diminutivos (Ejercicios
10 y 18)
- III.3.3.9 Análisis estructural: Plural femenino
(Ejercicio 11)

SPANISH

READING

OBJECTIVES

LEE Y TRABAJA:

LEVEL III

STUDENT NUMBER

LEE Y TRABAJA 4

COMPRESIÓN:

IDEA PRINCIPAL

COMPRESIÓN: INTERPRE-

TACIÓN E IDENTIFICACIÓN

COMPRESIÓN:

ANÁLISIS LITERAL

DESTREZAS DE ESTUDIO

COMPRESIÓN:

INTERPRETACIÓN

ANÁLISIS ESTRUCTURAL:

SIGNO DE INTERROGACIÓN

ANÁLISIS ESTRUCTURAL:

DIMINUTIVOS

ANÁLISIS ESTRUCTURAL:

SUFIJOS

ANÁLISIS FONÉTICO: R

ANÁLISIS FONÉTICO: J

ANÁLISIS ESTRUCTURAL: MA

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SPANISH READING OBJECTIVES

LEVEL III

- III.3.3.10 Análisis estructural: Plural masculino (Ejercicio 17)
- III.3.3.11 Análisis estructural: Sufijos (Ejercicios 19 y 20)
- III.3.4. Lee y Trabaja 4 (Plan Número 29 a 37)
 - III.3.4.1 Comprensión: Idea principal (Ejercicio 1)
 - III.3.4.2 Comprensión: Interpretación e inferencias (Ejercicio 2)
 - III.3.4.3 Comprensión: Análisis literal (ejercicio 3)
 - III.3.4.4 Destrezas de estudio: Irdeb alfabético (Ejercicios 4 y 9)
 - III.3.4.5 Comprensión: Interpretación (Ejercicio 5)
 - III.3.4.6 Análisis estructural: Signo de interrogación (Ejercicios 6 y 18)
 - III.3.4.7 Análisis estructural: Diminutivos (Ejercicios 7 y 16)
 - III.3.4.8 Análisis estructural: Sufijos (Ejercicios 8, 11, 14, 17 y 19)
 - III.3.4.9 Análisis fonético: Sonido inicial "r" (Ejercicios 10 y 13)
 - III.3.4.10 Análisis fonético: Sonido inicial "j" (Ejercicios 12 y 15)
 - III.3.4.11 Análisis estructural: Silaba final "ma" (Ejercicio 20)

SPANISH
READING
OBJECTIVES
TRABAJA Y
APRENDE:
LEVEL IV

STUDENT NUMBER	IV
TRABAJA Y APRENDE	3.1
COMPENSIÓN:	IV
IDEA PRINCIPAL	3.1.1
COMPENSIÓN:	IV
ANÁLISIS LITERAL	3.1.2
COMPENSIÓN:	IV
INTERPRETACIÓN	3.1.3
ANÁLISIS ESTRUCTURAL:	IV
SINÓNIMOS	3.1.4
	IV
DISCRIMINACIÓN VISUAL	3.1.5
ANÁLISIS ESTRUCTURAL:	IV
T + VOCAL	3.1.6
	IV
ANÁLISIS FONÉTICO: FR	3.1.7
ANÁLISIS ESTRUCTURAL:	IV
FINAL DE PALABRAS	3.1.8
COMPENSIÓN:	IV
COMPLETAR ORACIONES	3.1.9
	IV
DISCRIMINACIÓN VISUAL	3.1.10
ANÁLISIS ESTRUCTURAL:	IV
S + VOCAL	3.1.11
	IV
ANÁLISIS FONÉTICO: CH	3.1.12
	IV
TRABAJA Y APRENDE 2	3.2
COMPENSIÓN:	IV
IDENTIFICAR PERSONAJES	3.2.1
COMPENSIÓN:	IV
IDENTIFICAR LUGAR	3.2.2
COMPENSIÓN:	IV
ANÁLISIS LITERAL	3.2.3
	IV
ANÁLISIS FONÉTICO: GR	3.2.4

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SPANISH READING OBJECTIVES

LEVEL IV

IV.3.1. Trabaja y Aprende 1 (Plan Número 1 a 12)

- IV.3.1.1 Comprensión: Idea principal (Ejercicio 1)
- IV.3.1.2 Comprensión: Análisis literal (Ejercicios 2 y 3)
- IV.3.1.3 Comprensión: Interpretación (Ejercicio 4)
- IV.3.1.4 Análisis estructural: Sinónimos (Ejercicios 5 y 10)
- IV.3.1.5 Discriminación Visual: Reconocimiento de vocabulario (Ejercicios 6 y 13)
- IV.3.1.6 Análisis estructural: sílaba inicial "t" + vocal (Ejercicio 7)
- IV.3.1.7 Análisis fonético: Sonido inicial "fr" (Ejercicios 8 y 11)
- IV.3.1.8 Análisis estructural: Final de palabras (Ejercicios 9 y 15)
- IV.3.1.9 Comprensión: Completar oraciones (Ejercicios 12 y 16)
- IV.3.1.10 Discriminación visual: Clasificación (Ejercicios 14 y 19)
- IV.3.1.11 Análisis estructural: Sílaba inicial "s" + vocal (Ejercicio 17)
- IV.3.1.12 Análisis fonético: Sonido inicial "ch" (Ejercicios 18 y 20)

IV.3.2. Trabaja y Aprende 2 (Plan Número 13 a 21)

- IV.3.2.1 Comprensión: Identificar personajes (Ejercicios 1 y 5)
- IV.3.2.2 Comprensión: Identificar lugar (Ejercicios 2 y 6)
- IV.3.2.3 Comprensión: Análisis literal (Ejercicios 3 y 7)

SPANISH
READING
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TRABAJA Y
APRENDE:
LEVEL IV

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SPANISH READING OBJECTIVES

LEVEL IV

- IV.3.2.4 Análisis fonético: Sonido inicial "gr"
(Ejercicios 4 y 16)
- IV.3.2.5 Análisis fonético: Sonido inicial "cl"
(Ejercicios 8 y 14)
- IV.3.2.6 Análisis estructural: Sinónimos (Ejercicios
9 y 18)
- IV.3.2.7 Análisis fonético: Rimas (Ejercicio 10)
- IV.3.2.8 Análisis fonético: Sonido medio "r"
(Ejercicio 11)
- IV.3.2.9 Análisis estructural: Sufijos (Ejercicios
12, 15 y 20)
- IV.3.2.10 Asociación de números con su grafía
(Ejercicios 13 y 19)
- IV.3.2.11 Análisis fonético: Sonido medio "l"
(Ejercicio 17)
- IV.3.3. Trabaja y Aprende 3 (Plan Número 22 a 30)
 - IV.3.3.1 Comprensión: Interpretación (Ejercicios 1 y 2)
 - IV.3.3.2 Comprensión: Análisis de personajes: sentimientos
(Ejercicio 3)
 - IV.3.3.3 Comprensión: Identificar personajes (Ejercicio 4)
 - IV.3.3.4 Comprensión: Análisis literal; completar oraciones
(Ejercicios 5 y 8)
 - IV.3.3.5 Análisis fonético: Sonido inicial "bl" (Ejercicios
6 y 11)
 - IV.3.3.6 Análisis fonético: Rimas (Ejercicios 7 y 12)
 - IV.3.3.7 Asociación de números con su grafía (Ejercicios
9 y 17)
 - IV.3.3.8 Análisis estructural: Sufijos (Ejercicios 10, 13, 14,
16, 18 y 20)
 - IV.3.3.9 Análisis fonético: Sonido inicial "tr" (Ejercicios
15 y 19)

SPANISH
READING
OBJECTIVES
TRABAJA Y
APRENDE:
LEVEL IV

STUDENT NUMBER

IV	TRABAJA Y APRENDE 4	IV
3.4	COMPRESIÓN:	3.4
IV	ANÁLISIS LITERAL	3.4.1
3.4.1	COMPRESIÓN: INTERPRE-	IV
IV	TACIÓN E INFERENCIAS	3.4.2
3.4.2	COMPRESIÓN:	IV
IV	IDENTIFICAR PERSONAJES	3.4.3
3.4.3		IV
IV	ANÁLISIS FONÉTICO: PL	3.4.4
3.4.4		IV
IV	ANÁLISIS FONÉTICO: BR	3.4.5
3.4.5	ANÁLISIS ESTRUCTURAL:	IV
IV	PLURALES	3.4.6
3.4.6	ANÁLISIS ESTRUCTURAL:	IV
IV	SUFIJOS	3.4.7
3.4.7	ASOCIACIÓN DE NÚMEROS	IV
IV	CON SU GRAFÍA	3.4.8
3.4.8		

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SPANISH READING OBJECTIVES

LEVEL IV

IV.3.4. Trabaja y Aprende 4 (Plan Número 31 a 47)

- IV.3.4.1 Comprensión: Análisis literal (Ejercicios 1 y 5)
- IV.3.4.2 Comprensión: Interpretación e inferencias (Ejercicios 2 y 7)
- IV.3.4.3 Comprensión: Identificar personajes (Ejercicios 3 y 6)
- IV.3.4.4 Análisis fonético: Sonido inicial "pl" (Ejercicios 4 y 14)
- IV.3.4.5 Análisis fonético: Sonido inicial "br" (Ejercicios 8 y 18)
- IV.3.4.6 Análisis estructural: Plurales (Ejercicios 9, 13, 15 y 20)
- IV.3.4.7 Análisis estructural: Sufijos (Ejercicios 10, 11, 16 y 19)
- IV.3.4.8 Asociación de números con su grafía (Ejercicios 12 y 17)

SPANISH
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OBJECTIVES
LA CIUDAD:
LEVEL V

STUDENT NUMBER

V	3.1	LA CIUDAD 1	3.1.1
V	3.1.1	COMPRESIÓN:	
V	3.1.2	ANÁLISIS LITERAL	
V	3.1.2	COMPRESIÓN:	
V	3.1.3	INTERPRETACIÓN	
V	3.1.3	ANÁLISIS ESTRUCTURAL:	
V	3.1.4	AUMENTATIVOS	
V	3.1.4	ANÁLISIS ESTRUCTURAL:	
V	3.1.5	M + VOCAL	
V	3.1.5	ANÁLISIS ESTRUCTURAL:	
V	3.1.6	SUFIJOS	
V	3.1.6	ANÁLISIS ESTRUCTURAL:	
V	3.1.7	DIMINUTIVOS	
V	3.1.7	ANÁLISIS ESTRUCTURAL:	
V	3.1.8	ANTÓNIMOS	
V	3.1.8	ANÁLISIS ESTRUCTURAL:	
V	3.1.9	ADJETIVOS	
V	3.1.9	ANÁLISIS FONÉTICO:	
V	3.1.10	GRUPO CONSONÁNTICO	
V	3.1.10	ANÁLISIS ESTRUCTURAL:	
V	3.1.10	PALABRAS COMPUESTAS	
V	3.2	LA CIUDAD 2	
V	3.2.1	COMPRESIÓN:	
V	3.2.1	ANÁLISIS LITERAL	
V	3.2.2	COMPRESIÓN:	
V	3.2.2	LLEGAR A CONCLUSIONES	
V	3.2.3	COMPRESIÓN: INTERPRE-	
V	3.2.3	TACIÓN E INFERENCIAS	
V	3.2.4	COMPRESIÓN:	
V	3.2.4	INTERPRETACIÓN	
V	3.2.5	COMPRESIÓN: MODISMOS	
V	3.2.6	ANÁLISIS ESTRUCTURAL:	
V	3.2.6	VERBO CAMINAR	

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SPANISH READING OBJECTIVES

LEVEL V

V.3.1. La Ciudad 1 (Plan Número 1 a 10)

- V.3.1.1 Comprensión: Análisis literal (Ejercicios 1, 2, 3 y 5)
- V.3.1.2 Comprensión: Interpretación (Ejercicio 4)
- V.3.1.3 Análisis estructural: Aumentativos (Ejercicios 6 y 7)
- V.3.1.4 Análisis estructural: Silaba final "m" + vocal (Ejercicio 8)
- V.3.1.5 Análisis estructural: Sufijos (Ejercicio 9)
- V.3.1.6 Análisis estructural: Diminutivos (Ejercicios 10 y 11)
- V.3.1.7 Análisis estructural: Antónimos (Ejercicios 12 y 13)
- V.3.1.8 Análisis estructural: Adjetivos (Ejercicios 14 y 15)
- V.3.1.9 Análisis fonético: Grupo consonántico (Ejercicios 16 y 17)
- V.3.1.10 Análisis estructural: Palabras compuestas (Ejercicios 18, 19 y 20)

V.3.2. La Ciudad 2 (Plan Número 11 a 18)

- V.3.2.1 Comprensión: Análisis literal (Ejercicios 1 y 2)
- V.3.2.2 Comprensión: Llegar a conclusiones (Ejercicios 3 y 5)
- V.3.2.3 Comprensión: Interpretación e inferencias (Ejercicio 4)
- V.3.2.4 Comprensión: Interpretación (Ejercicio 6)
- V.3.2.5 Comprensión: Modismos (Ejercicios 7 y 8)
- V.3.2.6 Análisis estructural: Formación de palabras (verbo caminar) (Ejercicio 9)

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SPANISH READING OBJECTIVES

LEVEL V

- V.3.2.7 Análisis estructural: Formación de palabras (verbo pedir) (Ejercicio 10)
- V.3.2.8 Análisis estructural: Silaba final "ch" + vocal (Ejercicio 11)
- V.3.2.9 Análisis estructural: Sufijos (Ejercicio 12)
- V.3.2.10 Análisis estructural: Adjetivos (Ejercicios 13 y 14)
- V.3.2.11 Análisis estructural: Antónimos (Ejercicios 15 y 16)
- V.3.2.12 Análisis estructural: Diminutivos (Ejercicios 17 y 18)
- V.3.2.13 Comprensión: Adivinanzas (Ejercicios 19 y 20)
- V.3.3. La Ciudad 3 (Plan Número 19 a 27)
 - V.3.3.1 Comprensión: Interpretación e inferencias (Ejercicios 1 y 2)
 - V.3.3.2 Comprensión: Llegar a conclusiones (Ejercicios 3 y 4)
 - V.3.3.3 Comprensión: Secuencia de eventos (Ejercicios 5 y 6)
 - V.3.3.4 Análisis estructural: Silaba inicial "es" (Ejercicios 7 y 8)
 - V.3.3.5 Análisis estructural: Sinónimos (Ejercicios 9 y 10)
 - V.3.3.6 Análisis estructural: Sufijos (Ejercicios 11 y 12)
 - V.3.3.7 Análisis estructural: Lectura de acentos (Ejercicios 13 y 14)
 - V.3.3.8 Análisis estructural: Palabras compuestas (Ejercicios 15 y 16)
 - V.3.3.9 Análisis estructural: Aumentativos (Ejercicios 17 y 18)
 - V.3.3.10 Destrezas de estudio: Orden alfabético (Ejercicios 19 y 20)

SPANISH
READING
OBJECTIVES
LA CIUDAD:
LEVEL V

STUDENT NUMBER

V	3.4
V	3.4.1
V	3.4.2
V	3.4.3
V	3.4.4
V	3.4.5
V	3.4.6
V	3.4.7
V	3.4.8
V	3.4.9
V	3.4.10
V	3.4.11
V	3.4.12

LA CIUDAD 4

COMPRESIÓN:

ANÁLISIS LITERAL

COMPRESIÓN: INTERPRE-
TACIÓN E INFERENCIAS

COMPRESIÓN: ANÁLISIS DE
PERSONAJES: SENTIMIENTOS

ANÁLISIS ESTRUCTURAL:

DIMINUTIVOS

ANÁLISIS ESTRUCTURAL:

ADJETIVOS

ANÁLISIS ESTRUCTURAL:

ANTÓNIMOS

ANÁLISIS ESTRUCTURAL:

VERBO LEER

ANÁLISIS ESTRUCTURAL:

VERBO DORMIR

ANÁLISIS ESTRUCTURAL:

VERBO COMER

ANÁLISIS ESTRUCTURAL:

VERBO VENDER

COMPRESIÓN: MODISMOS

ANÁLISIS FONÉTICO:

RIMAS

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SPANISH READING OBJECTIVES

LEVEL V

- V.3.4. La Ciudad 4 (Plan Número 28 a 36)
- V.3.4.1 Comprensión: Análisis literal (Ejercicios 1, 2 y 5)
 - V.3.4.2 Comprensión: Interpretación e inferencias (Ejercicios 3 y 4)
 - V.3.4.3 Comprensión: Análisis de personajes: sentimientos (Ejercicio 6)
 - V.3.4.4 Análisis estructural: Diminutivos (Ejercicios 7 y 8)
 - V.3.4.5 Análisis estructural: Adjetivos (Ejercicios 9 y 10)
 - V.3.4.6 Análisis estructural: Antónimos (Ejercicios 11 y 12)
 - V.3.4.7 Análisis estructural: Formación de palabras (verbo leer) (Ejercicio 13)
 - V.3.4.8 Análisis estructural: Formación de palabras (verbo dormir) (Ejercicio 14)
 - V.3.4.9 Análisis estructural: Formación de palabras (verbo comer) (Ejercicio 15)
 - V.3.4.10 Análisis estructural: Formación de palabras (verbo vender) (Ejercicio 16)
 - V.3.4.11 Comprensión: Modismos (Ejercicios 17 y 18)
 - V.3.4.12 Análisis fonético: Rimas (Ejercicios 19 y 20)

SPANISH READING
OBJECTIVES
OTROS AMIGOS,
OTRAS CULTURAS:
LEVEL VI

STUDENT NUMBER	VI	3.1	VI	3.1.1	VI	3.1.2	VI	3.1.3	VI	3.1.4	VI	3.1.5	VI	3.1.6	VI	3.1.7	VI	3.1.8	VI	3.1.9	VI	3.1.10	VI	3.2	VI	3.2.1	VI	3.2.2	VI	3.2.3	VI	3.2.4	VI	3.2.5	VI	3.2.6
OTROS AMIGOS.																																				
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COMPENSIÓN: INTERPRE- TACIÓN E INFERENCIAS																																				
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COMPENSIÓN: ANÁLISIS DE PERSONAJES																																				
ANÁLISIS ESTRUCTURAL: PALABRAS COMPUESTAS																																				
ANÁLISIS ESTRUCTURAL: VERBO VER																																				
ANÁLISIS ESTRUCTURAL: PREFIJOS																																				
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ANÁLISIS ESTRUCTURAL: SILABA CI																																				
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ANÁLISIS ESTRUCTURAL: SILABAS CERRADAS																																				
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COMPENSIÓN: SECUENCIA DE EVENTOS																																				
COMPENSIÓN: LLEGAR A CONCLUSIONES																																				
ANÁLISIS ESTRUCTURAL: PALABRAS COMPUESTAS																																				
ANÁLISIS ESTRUCTURAL: LECTURA DE ACENTOS																																				
ANÁLISIS ESTRUCTURAL: ANTÓNIMOS																																				

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SPANISH READING OBJECTIVES

LEVEL VI

VI.3.1. Otros Amigos, Otras Culturas 1 (Plan Número 1 a 9)

- VI.3.1.1 Comprensión: Interpretación e inferencias (Ejercicios 1 y 2)
- VI.3.1.2 Comprensión: Análisis literal (Ejercicios 3 y 4)
- VI.3.1.3 Comprensión: Análisis de personajes (Ejercicios 5 y 6)
- VI.3.1.4 Análisis estructural: Palabras compuestas (Ejercicios 7 y 8)
- VI.3.1.5 Análisis estructural: Formación de palabras (verbo "ver") (Ejercicios 9 y 10)
- VI.3.1.6 Análisis estructural: Prefijos (Ejercicios 11 y 12)
- VI.3.1.7 Análisis estructural: Sufijos (Ejercicios 13 y 14)
- VI.3.1.8 Análisis estructural: Silaba "ci" (Ejercicios 15 y 16)
- VI.3.1.9 Análisis estructural: Silaba "en" (Ejercicios 17 y 18)
- VI.3.1.10 Análisis estructural: Silabas cerradas (Ejercicios 19 y 20)

VI.3.2. Otros Amigos, Otras Culturas 2 (Plan Número 10 a 17)

- VI.3.2.1 Comprensión: Identificar lugar (Ejercicios 1 y 2)
- VI.3.2.2 Comprensión: Secuencia de eventos (Ejercicios 3 y 4)
- VI.3.2.3 Comprensión: Llegar a conclusiones (Ejercicios 5 y 6)
- VI.3.2.4 Análisis estructural: Palabras compuestas (Ejercicios 7 y 8)

SPANISH READING

OBJECTIVES

OTROS AMIGOS,

OTRAS CULTURAS:

LEVEL VI

STUDENT NUMBER	ANÁLISIS ESTRUCTURAL: PREFIJOS	ANÁLISIS ESTRUCTURAL: SÍLABA CERRADA	VOCABULARIO: USO DE CLAVES DE SIGNIFICADO	ANÁLISIS ESTRUCTURAL: SÍLABA CERRADA	OTROS AMIGOS,	OTRAS CULTURAS 3	COMPRESIÓN:	ANÁLISIS LITERAL	COMPRESIÓN:	INTERPRETACIÓN	COMPRESIÓN: IDENTIFICAR LUGAR	COMPRESIÓN:	IDENTIFICAR PERSONAJES	ANÁLISIS ESTRUCTURAL: PREFIJOS	ANÁLISIS ESTRUCTURAL: DIPTONGOS	COMPRESIÓN:	MODISMOS	COMPRESIÓN: CLASIFICACIÓN DE CONJUNTOS	ANÁLISIS ESTRUCTURAL: SINÓNIMOS	ANÁLISIS ESTRUCTURAL: SÍLABA FINAL DADA	ANÁLISIS ESTRUCTURAL: SUFIJOS
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SPANISH READING OBJECTIVES

LEVEL VI

- VI.3.2.5 Análisis estructural: Lectura de acentos
 (Ejercicios 9 y 10)
 - VI.3.2.6 Análisis estructural: Antónimos (Ejercicios
 11 y 12)
 - VI.3.2.7 Análisis estructural: Prefijos (Ejercicios
 13 y 14)
 - VI.3.2.8 Análisis estructural: Silaba cerrada
 (Ejercicios 15 y 16)
 - VI.3.2.9 Vocabulario: Uso de claves de significado
 (Ejercicios 17 y 18)
 - VI.3.2.10 Análisis estructural: Silaba cerrada
 (Ejercicios 19 y 20)
- VI.3.3. Otros Amigos, Otras Culturas 3 (Plan Número 18 a 25)
 - VI.3.3.1 Comprensión: Análisis literal (Ejercicios
 1, 5 y 6)
 - VI.3.3.2 Comprensión: Interpretación (Ejercicios 2 y 3)
 - VI.3.3.3 Comprensión: Identificar lugar (Ejercicios 4 y
 8)
 - VI.3.3.4 Comprensión: Identificar personajes (Ejercicio
 7)
 - VI.3.3.5 Análisis estructural: Prefijos (Ejercicios 9 y
 10)
 - VI.3.3.6 Análisis estructural: Diptongos (Ejercicios 11
 y 12)
 - VI.3.3.7 Comprensión: Modismos (Ejercicios 13 y 14)
 - VI.3.3.8 Comprensión: Clasificación de conjuntos
 (Ejercicios 15 y 16)
 - VI.3.3.9 Análisis estructural: Sinónimos (Ejercicios 17
 y 18)
 - VI.3.3.10 Análisis estructural: Silaba final "dad"
 (Ejercicio 19)

SPANISH READING OBJECTIVES	STUDENT NUMBER	VI 3.4	VI 3.4.1	VI 3.4.2	VI 3.4.3	VI 3.4.4	VI 3.4.5	VI 3.4.6	VI 3.4.7	VI 3.4.8	VI 3.4.9	VI 3.4.10	VI 3.4.11
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<u>OTRAS CULTURAS</u>													
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SPANISH READING OBJECTIVES

LEVEL VI

- VI.3.3.11 Análisis estructural: Sufijos (Ejercicio 20)
- VI.3.4. Otros Amigos, Otras Culturas 4 (Plan Número 26 a 33)
 - VI.3.4.1 Comprensión: Interpretación e inferencias (Ejercicios 1, 2, 3 y 20)
 - VI.3.4.2 Comprensión: Interpretación (Ejercicio 4)
 - VI.3.4.3 Comprensión: Análisis literal (Ejercicios 5, 6 y 19)
 - VI.3.4.4 Análisis estructural: Silaba inicial "qu" + "e" (Ejercicio 7)
 - VI.3.4.5 Análisis estructural: Silaba inicial "gu" + "i" (Ejercicio 8)
 - VI.3.4.6 Análisis estructural: Diptongos (Ejercicios 9 y 11)
 - VI.3.4.7 Análisis estructural: Antónimos (Ejercicios 11 y 12)
 - VI.3.4.8 Análisis estructural: Formación de palabras verbo "seguir" (Ejercicio 13)
 - VI.3.4.9 Análisis estructural: Formación de palabras verbo "comer" (Ejercicio 14)
 - VI.3.4.10 Análisis estructural: Palabras compuestas (Ejercicios 15 y 16)
 - VI.3.4.11 Destrezas de estudio: Orden alfabético (Ejercicios 17 y 18)

English Oral
Language
Development
(ESL)
Level I

	STUDENT NUMBER	
I	Plateau Test No. 1	4.1
I	Lesson No. 1	4.1.1
I	Lesson No. 2	4.1.2
I	Lessons No. 3 - 4	4.1.3
I	Lesson No. 5	4.1.4
I	Lesson No. 7	4.1.5
I	Lesson No. 11	4.1.6
I	Lesson No. 13	4.1.7
I	Plateau Test No. 2	4.2
I	Lesson No. 17	4.2.1
I	Lesson No. 20	4.2.2
I	Lesson No. 21	4.2.3
I	Lesson No. 23	4.2.4
I	Lesson No. 26	4.2.5
I	Plateau No. 3	4.3
I	Lesson No. 32	4.3.1
I	Lesson No. 34	4.3.2
I	Lesson No. 36	4.3.3

ENGLISH ORAL LANGUAGE DEVELOPMENT OBJECTIVES

(E.S.L.)

I.4.1. Plateau Test No. 1

I.4.1.1. Lesson 1: Learner will be able to ask the question:

1. What's your name?

I.4.1.2. Lesson 2: Learner will be able to make requests like:

2. I want a pencil.
book.
ball.

I.4.1.3. Lesson 4: Learner will be able to ask:

3. What do you have?
4. Does Juan have a pencil?

I.4.1.4. Lesson 5: Learner will be able to answer the question:
Do you have a (an) _____?

5. Yes, I do.
6. No, I don't.

I.4.1.5. Lesson 7: Learner will be able to answer the question:
Does _____ have a (an) _____?

7. Yes, he (she) does.
8. No, he (she) doesn't.

I.4.1.6. Lesson 11: Learner will be able to respond to the question:
What do you have?

9. I have an apple.

I.4.1.7. Lesson 13: Learner will be able to answer the question:
Who wants the ball?

10. I do.

I.4.2. Plateau Test No. 2

I.4.2.1. Lesson 17: Learner will be able to answer the question:
Who are you and who is he?

1. I'm
I am
2. He's
He is ...

I.4.2.2. Lesson 20: Learner will be able to answer the question:
What is he and what is she?

3. She's a nurse.
She is a nurse.
4. He's a fireman.
He is a fireman.

I.4.2.3. Lesson 21: Learner will be able to answer the question:
What do you have and what does she have?

5. I have a book.
6. She has a doll.

I.4.2.4. Lesson 23: Learner will be able to answer the question:
What is this and what's that?

7. This is a flag.
8. That's a clock.
That is a clock.

I.4.2.5. Lesson 26: Learner will learn to use the in, in contrast
to the word on in sentence patterns already learned:

9. The chalk's in the box.
The chalk is in the box.
10. The eraser's on the table.
The eraser is on the table.

I.4.3. Plateau Test No. 3

I.4.3.1. Lesson 32: Learner will be able to answer the question:
Whose shirt (dress) is that and whose dress is this?

1. This is my shirt.
This is my dress.
2. That's your dress.
That is your dress.

I.4.3.2. Lesson 33: Learner will be able to answer the question:
Whose pencil is that and whose pencil is this?

3. That is Mary's pencil.
4. This is my pencil.

I.4.3.3. Lesson 34: Learner will be able to use she and her and
he and his in sentences like:

5. She has a flag in her hand.
6. He has a box in his hand.

I.4.3.4. Lesson 36: Learner will be able to use behind or in front of in sentences like:

7. The apple is in front of the doll.
8. The eraser is behind the doll.

I.4.3.5. Lesson 43: Learner will be able to respond to Where do you play? and Where does she ay? questions like:

9. I play at home.
10. She plays at school.

I.4.4. Plateau Test No. 4

I.4.4.1. Lesson 51: Learner will be able to answer the questions:
Is it brown and Is this a brown crayon?

1. No, it isn't.
2. It's a red crayon.

I.4.4.2. Lessons 53-55: Learner will be able to respond to affirmative and negative statements with verbs other than is.

3. No, I don't.
4. I have an old truck.

I.4.4.3. Lesson 56: Learner will be able to make requests for an other person or himself using the word want:

5. He wants some water.
6. I want some orange juice.

I.4.4.4. Lesson 59: Learner will be able to answer the question:
How many crayons do I have and How many crayons do you have?

7. You have two crayons.
8. I have three crayons.

I.4.4.5. Lesson 62: Learner will be able to respond to How many questions with the appropriate pronoun or a proper name as the subject:

9. I see two cupcakes.
10. Jane sees three bananas.

I.4.5. Plateau Test No. 5

I.4.5.1 Lesson 63: Learner will be able to respond to how many questions with there is and there are:

1. There is one banana on the table
There's
2. There are three apples in the box.

I.4.5.2. Lessons 66-67: Learner will be able to Yes - No questions with there about the number of the subject:

3. No, there isn't.
4. There's a pair of scissors.

I.4.5.3. Lesson 71: The learner will be able to respond to What questions about a verb, with doing as the main verb: What's Joe (he-she) doing and What are they doing?

5. He's sleeping.
6. They're eating strawberries.
7. He's sitting.
8. She's standing.

I.4.5.4. Lesson 75: Learner will be able to use -ing verbs in response to What are they doing?

9. They're drinking milk.
10. They're eating grapes.

I.4.6. Plateau Test No. 6

I.4.6.1. Lesson 81: Learner will be able to use him, her, it, and them after verbs as in:

1. He's helping her.
2. She's helping them.

I.4.6.2. Lesson 86: Learner will be able to respond to what questions by using statements containing verbs ending in (d) to express complete action before the act of speaking: What did he do?

3. Combed his hair.
4. Buttoned his coat.
5. Cleaned his shoes.

I.4.6.3. Lesson 88: Learner will become familiar with the differences between did and will in what and yes - no questions, as in: Will you play the drum?

6. No, he won't.
7. He'll play the drum.

STUDENT NUMBER

Plateau Test No. 7

Lesson No. 98

Lesson No. 99

Lesson No. 101

Lesson No. 110

Plateau Test No. 8

Lesson No. 114

Lesson No. 118

Lesson No. 124

Lesson No. 125

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I.4.6.4. Lesson 90: Learner will be able to distinguish between different questions and their responses in appropriate situations: Who's erasing the blackboard?

8. He's erasing it.

I.4.6.5. Lesson 91: Learner will be able to respond negatively without using yes or no to questions: Did you paint it red and Did I paint it yellow?

9. I made it green.

10. You made it yellow.

I.4.7. Plateau Test No. 7

I.4.7.1. Lesson 98: Learner will become familiar with the differences between present and past forms of verbs.

1. He sat on it.

2. He ate it.

3. He drank it.

4. He played it.

5. He marched.

I.4.7.2. Lesson 99: Learner will be able to respond to what questions with give: What did I give him(her)?

6. You gave her a yellow balloon.

You gave him a blue balloon.

I.4.7.3. Lesson 101: Learner will be able to respond to what (with the pro-verb do as the main verb) questions about the verb: What did Jose (he) do?

7. He brought you the ball.

8. He took the whistle.

I.4.7.4. Lesson 110: Learner will be able to respond to who and what questions using the future form of give: will give in sentences: Who'll give him a marble and, Who'll give her a ring?

9. I'll give him a marble.

10. I'll give her a ring.

I.4.8. Plateau Test No. 8

I.4.8.1 Lesson 114: Learner will be able to ask and respond to yes - no questions: Is he going to drink milk?

1. No, He's going to drink water.

I.4.8.2. Lesson 118: Learner will be able to ask what questions and respond with answers such as: What does Jose (Maria) want to do?

2. He wants to eat lunch.
3. She wants to eat grapes.

I.4.8.3. Lesson 124: Learner will be able to use hear and see questions and respond to such questions with answers like: Did you hear a bell and What did you see me do?

4. No, I didn't.
5. I heard a bell.
6. I saw you drop a pencil.

I.4.8.4. Lesson 125: Learner will be able to ask and respond to make and let-questions with answers like: What did he (she) do?

7. He let the bird fly away.
8. She let the rabbit go.

I.4.8.5. Lesson 128: Learner will be able to use and respond to before and after questions with answers like: What did Juan do before going to school and What did Juan do after school?

9. He ate breakfast before going to school.
10. He watched T.V. after coming home from school.

English Oral
Language
Development
(E.S.L.)
Level II

STUDENT NUMBER

Plateau Test No. 1

Lesson Nos. 3-4

Lesson No. 8

Lesson No. 10

Lesson No. 14

Plateau Test No. 2

Lesson Nos. 17 and 18

Lesson No. 24

Lesson No. 27

Lesson No. 29

Plateau Test No. 3

Lesson No. 32

Lesson No. 34

Lesson No. 43

Lesson No. 45

Plateau Test No. 4

Lesson Nos. 47-51

Lesson No. 52

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ENGLISH ORAL LANGUAGE DEVELOPMENT OBJECTIVES

(E.S.L.)

II.4.1. Plateau Test No. 1

II.4.1.1. Lesson 3-4: Learner will be able to respond to questions with short answers like:

1. Yes, it is.
2. No, it isn't.
3. Yes, there are.
4. No, there aren't.

II.4.1.2. Lesson 8: Learner will be able to respond to where questions with answers like:

5. The red ball is on the table.
6. The brown crayon is under the table.

II.4.1.3. Lesson 10: Learner will become more familiar with where questions and respond with questions like:

7. She's in the kitchen.
8. He's under the car.

II.4.1.4. Lesson 14: Learner will be able to respond to who questions with answers like:

9. These are pilots.
10. Those are bus drivers.

II.4.2. Plateau Test No. 2

II.4.2.1. Lessons 17-18: Learner will be able to respond to what questions with answers like:

1. He's a policeman.
2. They're chicken.
3. This is corn.
4. That's
5. That is rice.

II.4.2.2. Lesson 24: The learner will be able to respond to who and what questions with answers like:

5. A pencil was in the box.
6. Some colors were in the sack.

II.4.2.3. Lesson 27: The learner will be able to respond to yes-no questions with answers like:

7. Yes, I will.
8. No, it won't.

II.4.2.4. Lesson 29: The learner will be able to respond to who and what questions with answers like:

9. She will be a nurse.
10. He will be a policeman.

II.4.3. Plateau Test No. 3

II.4.3.1. Lesson 32: Learner will be able to respond to Yes-no questions with short answers like:

1. Yes, you will.
2. No, you won't.

II.4.3.2. Lesson 34: Learner will be able to respond to who and what questions with answers like:

3. I'll give her the doll.
4. I'll give him the whistle.

II.4.3.3. Lesson 43: Learner will be able to respond to what questions with answers like:

5. She baked a cake.
6. They ate the food.
7. She drank milk.
8. They broke the window.

English Oral
Language
Development
(E.S.L.)
Level II

STUDENT NUMBER

Lesson No. 53	II. 4.4.3
Lesson No. 54	II. 4.4.4
Lesson No. 58	II. 4.4.5
Plateau Test No. 5	II. 4.5
Lesson No. 61	II. 4.5.1
Lesson No. 62	II. 4.5.2
Lesson No. 69	II. 4.5.3
Lesson No. 70	II. 4.5.4
Lesson No. 72	II. 4.5.5
Plateau Test No. 6	II. 4.6
Lesson No. 77	II. 4.6.1
Lesson No. 78	II. 4.6.2
Lesson Nos. 81 and 82	II. 4.6.3
Lesson No. 83	II. 4.6.4
Lesson No. 84	II. 4.6.5
Plateau Test No. 7	II. 4.7
Lesson No. 92	II. 4.7.1
Lesson No. 94	II. 4.7.2

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II.4.3.4. Lesson 45: Learner will become more familiar with what questions and respond with answers like:

9. He's washing his face.
10. They're playing jacks.

II.4.4. Plateau Test No. 4

II.4.4.1. Lesson 47-51: The learner will be able to respond to who questions with answers like:

1. He
The boy is going to open the window.
2. She
The girl is going to close the door.

II.4.4.2. Lesson 52: The learner will be able to respond to what and where questions with answers like:

3. The dog was brown.
4. The cat was yellow.

II.4.4.3. Lesson 53: The learner will be able to respond to what questions with answers like:

5. They were going to.....'
6. He was going to throw.....'

II.4.4.4. Lesson 54: The learner will become familiar with the stress patterns of phrases in sentences, as in:

7. He's going to catch the goat.
8. They're going to.....'

II.4.4.5. Lesson 58: Learner will be able to respond to who questions with answers like:

9. You gave me the seeds.
10. You gave her the beads.

II.4.5 Plateau Test No. 5

II.4.5.1. Lesson 61: The learner will be able to produce the rythm of statements and how many questions and respond with answers like:

1. You'll find 3 pencils in this box.
2. You'll find 2 crayons in that box.

II.4.5.2. Lesson 62: The learner will be able to respond to how many questions with answers like:

3. She'll get 3 jacks.
4. He'll get 2 baloons.

II.4.5.3. Lesson 69: The learner will be able to respond to how much questions with answers like:

5. There's a lot of water in the glass.
6. There's a little sugar in the cup.

II.4.5.4. Lesson 70: Learner will be familiar with the how many questions and answer like:

7. There are three boys at the party.
8. There are seven candles on the cake.

II.4.5.5. Lesson 72: Learner will be able to respond to yes-no questions with answers like:

9. No, he didn't.
10. He drew a square.

II.4.6. Plateau Test No. 6

II.4.6.1 Lesson 77: Learner will be able to respond to who and where questions with answers like:

1. I want to go to by car.
2. I want to go to by plane.

II.4.6.2. Lesson 78: Learner will be able to respond to why and what questions with answers like:

3. I see some shoes.
Shoes

II.4.6.3. Lesson 81-82: Learner will be able to produce the rythm of sentences with relative clauses, as in:

4. She teaches music.
5. He teaches P.E..
6. He pitches the ball.
7. He catches the ball.

II.4.6.4. Lesson 83: Learner will be able to say sentences with which and that relative clauses:

8. I like the bicycle that's on.....
9. I like the cat that's in on

II.4.6.5. Lesson 84: Learner will be able to say sentences with who and which relatives clauses:

10. She passes a church.

II.4.7. Plateau Test No. 7

II.4.7.1. Lesson 92: Learner will be able to make requests containing where indirect clauses like:

1. _____ ask your Mother where the car is.
2. _____ ask your Mother where the tickets
are.

II.4.7.2. Lesson 94: Learner will be able to make requests containing yes-no indirect question clauses like:

3. _____ ask your Mother if her coat is in
her car.

II.4.7.3. Lesson 96: Learner will be able to make requests containing yes-no questions, like:

4. _____ ask your Mother if you can go with me to the zoo.
5. _____ ask your Mother if she hid the lunchbox behind the tree.

II.4.7.4. Lesson 97: Learner will be able to make requests containing where indirect question clauses like:

6. _____ ask your Mother where she hid the lunchbox.

II.4.7.5. Lesson 98: Learner will be able to make requests containing what indirect question clauses like:

7. _____ ask your Mother what she hid behind the car.

II.4.7.6. Lesson 102: The learner will be able to make requests containing what questions containing the pro-verb do:

8. _____ ask your Mother what she does in the morning.

II.4.7.7.. Lesson 103: The learner will be able to comply with what questions by asking the expected question:

9. _____ ask your Mother what she's going to do.

II.4.7.8. Lesson 104: The learner will be able to comply with what questions by asking the expected questions:

10. _____ ask your Mother what she did in the kitchen.

II.4.8. Plateau Test No. 8

II.4.8.1. Lesson 107: Learner will be able to comply with questions of size comparison by responding:

1. Mother is taller than the boy.
 Lady
2. Mother is taller than the boy.
 Father

II.4.8.2. Lesson 109: Learner will become familiar with who and which questions containing the comparative or superlative form of adjectives like:

3. The elephant is the longest.
4. The bird is the smallest.

II.4.8.3. Lesson 110: Learner will become familiar with who, which and what questions containing the comparative or superlative form of adjectives like:

5. The _____ pencil is the longest.
6. The _____ ball is the biggest.

II.4.8.4. Lesson 112: Learner will be able to comply with who and which comparative questions for quantity measure by responding:

7. The spider has more legs.
8. The wagon has more wheels.

II.4.8.5. Lesson 114: Learner will be able to comply with who comparative questions using the comparative for (-er) of adverbs:

9. The bird can fly higher.
10. The rabbit can run faster.

SPANISH AS A
SECOND LANGUAGE
LEVEL I

STUDENT NUMBER

LOS SALUDOS

FRASES DIARIAS

INSTRUCCIONES DE CLASE

PREGUNTAS

SALON DE CLASE

LAS PARTES DEL CUERPO

LOS NUMEROS

LA ROPA

LOS ALIMENTOS

LA FAMILIA

LOS ANIMALES

TRABAJADORES PUBLICOS

LOS COLORES

DIAS DE FIESTA

FIGURAS GEOMETRICAS

RELATIVOS AL ESPACIO

ALFABETO

LA CASA

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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL I

(Refer to appendix for curriculum grade level areas only)

- I.7.1 LOS SALUDOS: The student will demonstrate an ability to articulate greetings and salutations as well as his name, address, and telephone number by responding appropriately in a given situation and will perform appropriately to commands.
- I.7.2 FRASES DIARIAS: The student will demonstrate an ability to articulate useful expressions related to the classroom and school by responding appropriately in a given situation.
- I.7.3 INSTRUCCIONES DE CLASE: The student will demonstrate an ability to understand and execute directions related to the classroom and school situations and will perform appropriately to commands.
- I.7.4 PREGUNTAS: Upon teacher request the student will demonstrate an ability to ask and answer questions pertaining to classroom and school situations.
- I.7.5 SALON DE CLASE: When presented with the object (Peabody "K" Kit) or the object is pointed out by the teacher, the student will be able to supply the correct name for the object.
- I.7.6 LAS PARTES DEL CUERPO: Upon teacher request: "Enséñame tu _____," or when presented with pictures of the parts of the body, the student will be able to supply the correct name for the object.
- I.7.7 LOS NUMEROS: Students will demonstrate the ability to count up to 10 (to 100) with objects that can be manipulated.
- I.7.8 LA ROPA: When presented with a picture, or the object is pointed out by the teacher, the student will supply the correct name of the clothing.
- I.7.9 LOS ALIMENTOS: When presented with a picture, the object itself, or a reasonable facsimile, the student will be able to correctly identify the food presented.

SPANISH AS A
SECOND LANGUAGE
LEVEL I

STUDENT NUMBER

ASOCIACIONES

TIEMPOS

SENTIDOS

DINERO

DIAS DE LA SEMANA

LOS MESES

LAS ESTACIONES

I 7.19

I 7.20

I 7.21

I 7.22

I 7.23

I 7.24

I 7.25

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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL I

- I.7.10 LA FAMILIA: When presented with a picture, the person itself, or a reasonable facsimile, the student will be able to identify the member of the family.
- I.7.11 LOS ANIMALES: When shown a set of animal cards (Peabody "K" Kit), the student will be able to identify the animals by name.
- I.7.12 TRABAJADORES PUBLICOS: When presented with a picture, the person itself, or a reasonable facsimile, the student will be able to correctly identify the community person.
- I.7.13 LOS COLORES: After students are introduced to basic colors, students will correctly respond to teacher request: "Ensename algo _____".
- I.7.14 DIAS DE FIESTA: When presented with a picture, the real object or the verbal concept, the student will be able to identify and express an understanding of the holidays during the school year.
- I.7.15 FIGURAS GEOMETRICAS: When presented with a picture, or the shape itself, the student will name the geometric shape.
- I.7.16 CONCEPTOS RELATIVO AL ESPACIO: When presented with a picture, the real object, or the verbal concept, the student will be able to identify the spatial relationship presented by the instructor.
- I.7.17 ALFABETO: Students will learn, pronounce and identify (29) letters of the alphabet.
- I.7.18 LA CASA: When presented with the picture (Peabody "K" Kit) or the object, the student will be able to give the correct name for the household object.
- I.7.19 ASOCIACIONES: When presented with pictures (Peabody "K" Kit), the objects themselves, or reasonable facsimiles, the student will be able to identify various forms of the same objects that go together and group correctly according to function.

SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL I

- I.7.20 TIEMPOS: Students will be able to use the following words: morning, day, afternoon, etc., to describe time concepts.
- I.7.21 SENTIDOS: Using the five senses, a student will describe several stimuli.
- I.7.22 DINERO: When presented with the picture, the money itself, or a reasonable facsimile, the student will be able to correctly identify the following monies: penny-cent, nickel, dime and quarter.
- I.7.23 LOS DIAS DE LA SEMANA: Students will be exposed to the days of the week and be able to recognize them in songs, riddles or games.
- I.7.24 LOS MESES: Students will be exposed to the months of the year.
- I.7.25 LAS ESTACIONES: Students will be exposed to the seasons of the year.

SPANISH AS A
SECOND LANGUAGE
LEVEL II

STUDENT NUMBER	II 7.1	II 7.2	II 7.3	II 7.4	II 7.5	II 7.6	II 7.7	II 7.8	II 7.9	II 7.10	II 7.11	II 7.12	II 7.13	II 7.14	II 7.15	II 7.16	II 7.17	II
LOS SALUDOS																		
FRASES DIARIAS																		
INSTRUCCIONES DE CLASE																		
PREGUNTAS																		
SALON DE CLASE																		
LAS PARTES DEL CUERPO																		
LOS NUMEROS																		
LA ROPA																		
LOS ALIMENTOS																		
LA FAMILIA																		
LOS ANIMALES																		
TRABAJADORES PUBLICOS																		
LOS COLORES																		
DIAS DE FIESTA																		
FIGURAS GEOMETRICAS																		
RELATIVOS AL ESPACIO																		
ALFABETO																		
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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL II

(Refer to appendix for curriculum grade level areas only)

- II.7.1 LOS SALUDOS: The student will demonstrate an ability to articulate greetings and salutations as well as his name, address, and telephone number by responding appropriately in a given situation and will perform appropriately to commands.
- II.7.2 FRASES DIARIAS: The student will demonstrate an ability to articulate useful expressions related to the classroom and school by responding appropriately in a given situation.
- II.7.3 INSTRUCCIONES DE CLASE: The student will demonstrate an ability to understand and execute directions related to the classroom and school situations and will perform appropriately to commands.
- II.7.4 PREGUNTAS: Upon teacher request the student will demonstrate an ability to ask and answer questions pertaining to classroom and school situations.
- II.7.5 SALON DE CLASE: When presented with the object (Peabody "K" Kit) or the object is pointed out by the teacher, the student will be able to supply the correct name for the object.
- II.7.6 LAS PARTES DEL CUERPO: Upon teacher request: "Enseñame tu _____," or when presented with pictures of the parts of the body, the student will be able to supply the correct name for the object.
- II.7.7 LOS NUMEROS: Students will demonstrate the ability to count up to 100 with objects that can be manipulated.
- II.7.8 LA ROPA: When presented with a picture, or the object is pointed out by the teacher, the student will supply the correct name of the clothing.
- II.7.9 LOS ALIMENTOS: When presented with a picture, the object itself, or a reasonable facsimile, the student will be able to correctly identify the food presented.

SPANISH AS A
SECOND LANGUAGE
LEVEL II

STUDENT NUMBER

ASOCIACIONES

TIEMPOS

SENTIDOS

DINERO

DÍAS DE LA SEMANA

LOS MESES

LAS ESTACIONES

II 7.19
II 7.20
II 7.21
II 7.22
II 7.23
II 7.24
II 7.25

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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL II

- II.7.10 LA FAMILIA: When presented with a picture, the person itself, or a reasonable facsimile, the student will be able to identify the member of the family.
- II.7.11 LOS ANIMALES: When shown a set of animal cards (Peabody "K" Kit), the student will be able to identify the animals by name.
- II.7.12 TRABAJADORES PUBLICOS: When presented with a picture, the person itself, or a reasonable facsimile, the student will be able to correctly identify the community person.
- II.7.13 LOS COLORES: After students are introduced to basic colors, students will correctly respond to teacher request: "Enseñame algo _____".
- II.7.14 DIAS DE FIESTA: Student will be able to introduce terms related to holiday.
- II.7.15 FIGURAS GEOMETRICAS: When presented with a picture, or the shape itself, the student will name the geometric shape.
- II.7.16 CONCEPTOS RELATIVO AL ESPACIO: When presented with a picture, the real object, or the verbal concept, the student will be able to identify the spatial relationship presented by the instructor.
- II.7.17 ALFABETO: Students will learn, pronounce and identify the (29) letters of the alphabet.
- II.7.18 LA CASA: When presented with the picture (Peabody "K" Kit) or the object, the student will be able to give the correct name for the household object.
- II.7.19 ASOCIACIONES: Students will be able to identify various forms, objects, and functions as in Level I but at a more difficult level.

SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL II

- II.7.20 TIEMPOS: Students will be able to use the following words: morning, day, afternoon, etc., to describe time concepts.
- II.7.21 SENTIDOS: Students will be able to describe objects as in Level I but at a more difficult level.
- II.7.22 DINERO: When presented with the picture, the money itself, or a reasonable facsimile, the student will be able to correctly identify the following monies: penny-cent, nickel, dime and quarter.
- II.7.23 LOS DIAS DE LA SEMANA: Students will be able to name days of the week and use them in sentences.
- II.7.24 LOS MESES: Students will be able to name months of the year and use them in sentences.
- II.7.25 LAS ESTACIONES: Students will be able to name seasons, and be able to recite the order in which they come during the school year.

SPANISH AS A
SECOND LANGUAGE
LEVEL III

STUDENT NUMBER	III 7.1	III 7.2	III 7.3	III 7.4	III 7.5	III 7.6	III 7.7	III 7.8	III 7.9	III 7.10	III 7.11	III 7.12	III 7.13	III 7.14	III 7.15	III 7.16	III 7.17	III 7.18
1	LOS SALUDOS	FRASES DIARIAS	INSTRUCCIONES DE CLASE	PREGUNTAS	SALON DE CLASE	LAS PARTES DEL CUERPO	LOS NUMEROS	LA ROPA	LOS ALIMENTOS	LA FAMILIA	LOS ANIMALES	TRABAJADORES PUBLICOS	LOS COLORES	DIAS DE FIESTA	FIGURAS GEOMETRICAS	RELATIVOS AL ESPACIO	ALFABETO	LA CASA
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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL III

(Refer to appendix for curriculum grade level areas only).

- III.7.1 LOS SALUDOS: The student will demonstrate an ability to articulate greetings and salutations as well as his name, address, and telephone number by responding appropriately in a given situation and will perform appropriately to commands.
- III.7.2 FRASES DIARIAS: The student will demonstrate an ability to articulate useful expressions related to the classroom and school by responding appropriately in a given situation.
- III.7.3 INSTRUCCIONES DE CLASE: The student will demonstrate an ability to understand and execute directions related to the classroom and school situations and will perform appropriately to commands.
- III.7.4 PREGUNTAS: Upon teacher request the student will demonstrate an ability to ask and answer questions pertaining to classroom and school situations.
- III.7.5 SALON DE CLASE: When presented with the object (Peabody "K" Kit) or the object is pointed out by the teacher, the student will be able to supply the correct name for the object.
- III.7.6 LAS PARTES DEL CUERPO: Upon teacher request: "Enséñame tu _____," or when presented with pictures of the parts of the body, the student will be able to supply the correct name for the object.
- III.7.7 LOS NUMEROS: Students will demonstrate the ability to count up to 150 with objects that can be manipulated.
- III.7.8 LA ROPA: When presented with a picture, or the object is pointed out by the teacher, the student will supply the correct name of the clothing.
- III.7.9 LOS ALIMENTOS: When presented with a picture, the object itself, or a reasonable facsimile, the student will be able to correctly identify the food presented.

SPANISH AS A
SECOND LANGUAGE
LEVEL III

STUDENT NUMBER	ASOCIACIONES III 7.19	TIEMPOS III 7.20	SENTIDOS III 7.21	DINERO III 7.22	DIAS DE LA SEMANA III 7.23	LOS MESES III 7.24	LAS ESTACIONES III 7.25
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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL III

- III.7.10 LA FAMILIA: When presented with a picture, the person itself, or a reasonable facsimile, the student will be able to identify the member of the family.
- III.7.11 LOS ANIMALES: When shown a set of animal cards (Peabody "K" Kit), the student will be able to identify the animals by name.
- III.7.12 TRABAJADORES PUBLICOS: When presented with a picture, the person itself, or a reasonable facsimile, the student will be able to correctly identify the community person.
- III.7.13 LOS COLORES: After students are introduced to basic colors, students will correctly respond to teacher request: "Enséñame algo _____."
- III.7.14 DIAS DE FIESTA: Students will be able to explain orally reasons for holiday.
- III.7.15 FIGURAS GEOMETRICAS: When presented with a picture, or the shape itself, the student will name the geometric shape.
- III.7.16 CONCEPTOS RELATIVO AL ESPACIO: When presented with a picture the real object, or the verbal concept, the student will be able to identify the spatial relationship presented by the instructor.
- III.7.17 ALFABETO: Students will be able to pronounce and identify the (29) letters of the alphabet and write the letters and also identify the vowels.
- III.7.18 LA CASA: When presented with the picture (Peabody "K" Kit) or the object, the student will be able to give the correct name for the household object.
- III.7.19 ASOCIACIONES: Students will be able to identify various forms, objects and functions as in Level I and II but at a more difficult level.

SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL III

- III.7.20 TIEMPOS: Students will be able to use the following words: morning, day, afternoon, etc., to describe time concepts.
- III.7.21 SENTIDOS: Students will be able to describe objects as in Level I and II but at a more difficult level.
- III.7.22 DINERO: Student will be able to do previous levels and also give correct change up to a dollar.
- III.7.23 LOS DIAS DE LA SEMANA: Student will be able to name days of the week and use them in sentences.
- III.7.24 LOS MESES: Students will be able to name months of the year and use them in sentences with descriptive words.
- III.7.25 LAS ESTACIONES: Student will be able to name seasons and be able to recite the order in which they come during the school year and add descriptions...(En el otoño las ojas cambian colores).

SPANISH AS A
SECOND LANGUAGE
LEVEL IV

STUDENT NUMBER

LOS SALUDOS

FRASES DIARIAS

INSTRUCCIONES DE CLASE

PREGUNTAS

SALON DE CLASE

LAS PARTES DEL CUERPO

LOS NUMEROS

LA ROPA

LOS ALIMENTOS

LA FAMILIA

LOS ANIMALES

TRABAJADORES PUBLICOS

LOS COLORES

DIAS DE FIESTA

FIGURAS GEOMETRICAS

RELATIVOS AL ESPACIO

ALFABETO

LA CASA

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IV 7.2
IV 7.3
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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL IV

(Refer to appendix for curriculum grade level areas only).

- IV.7.1 LOS SALUDOS: The student will demonstrate an ability to articulate greetings and salutations as well as his name, address, and telephone number by responding appropriately to commands.
- IV.7.2 FRASES DIARIAS: The student will demonstrate an ability to articulate useful expressions related to the classroom and school situations and will perform appropriately to commands.
- IV.7.3 INSTRUCCIONES DE CLASE: The student will demonstrate an ability to understand and execute directions related to the classroom and school situations and will perform appropriately to commands.
- IV.7.4 PREGUNTAS: Upon teacher request the student will demonstrate an ability to ask and answer questions pertaining to classroom and school situations.
- IV.7.5 SALON DE CLASE: When presented with the object (Peabody "K" Kit) or the object is pointed out by the teacher, the student will be able to supply the correct name for the object.
- IV.7.6 LAS PARTES DEL CUERPO: Upon teacher request: "Enseñame tu _____," or when presented with pictures of the parts of the body, the student will be able to supply the correct name for the object.
- IV.7.7 LOS NUMEROS: Student will demonstrate the ability to count to 150 or more with objects that can be manipulated.
- IV.7.8 LA ROPA: When presented with a picture, or the object is pointed out by the teacher, the student will supply the correct name of the clothing.
- IV.7.9 LOS ALIMENTOS: When presented with a picture, the object itself, or a reasonable facsimile, the student will be able to correctly identify the food presented.

SPANISH AS A
SECOND LANGUAGE
LEVEL IV

STUDENT NUMBER	ASOCIACIONES	TIEMPOS	SENTIDOS	DINERO	DIAS DE LA SEMANA	LOS MESES	LAS ESTACIONES
IV 7.19							
IV 7.20							
IV 7.21							
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IV 7.25							

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SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL IV

- IV.7.10 LA FAMILIA: When presented with a picture, the person itself or a reasonable facsimile, the student will be able to identify the member of the family.
- IV.7.11 LOS ANIMALES: When shown a set of animal cards (Peabody "K" Kit) the student will be able to identify the animals by name.
- IV.7.12 TRABAJADORES PUBLICOS: When presented with a picture the person itself, or a reasonable facsimile, the student will be able to correctly identify the community person.
- IV.7.13 LOS COLORES: After students are introduced to basic colors, students will correctly respond to teacher request: "Enséñame algo _____."
- IV.7.14 DIAS DE FIESTA: Student will be able to do previous levels and use terms in sentences and give descriptions.
- IV.7.15 FIGURAS GEOMETRICAS: When presented with a picture, or the shape itself, the student will name the geometric shape.
- IV.7.16 CONCEPTOS RELATIVOS AL ESPACIO: When presented with a picture, the real object, or the verbal concept, the student will be able to identify the spatial relationship presented by the instructor.
- IV.7.17 ALFABETO: Students will learn, pronounce and identify the (29) letters of the alphabet.
- IV.7.18 LA CASA: When presented with the picture (Peabody "K" Kit) or the object, the student will be able to give the correct name for the household object.
- IV.7.19 ASOCIACIONES: Students will be able to identify various forms, objects, and functions as in previous levels but at a more difficult level.

SPANISH AS A SECOND LANGUAGE OBJECTIVES

LEVEL IV

- IV.7.20 TIEMPOS: Student will be able to do previous levels and also tell time on a manipulative clock.
- IV.7.21 SENTIDOS: Student will be able to describe objects as in previous levels but at a more difficult level.
- IV.7.22 DINERO: Student will be able to do previous levels and also give change up to five dollars.
- IV.7.23 LOS DIAS DE LA SEMANA: Student will be able to name days of the week and use them in sentences.
- IV.7.24 LOS MESES: Student will be able to name months of the year and use them in sentences as in the appendix.
- IV.7.25 LAS ESTACIONES: Student will be able to name seasons and be able to recite order in which they come during the school year and add descriptions... (En el otoño las ojas cambian colores).

APPENDIX

SPANISH AS A SECOND LANGUAGE

IN LEVELS I, II, AND III THE SUGGESTED VOCABULARY IS RECOMMENDED TO BE PRESENTED IN SENTENCE FORM IN ALL CATEGORIES
REVIEW THE PREVIOUS LEVELS BEFORE CONTINUING

No. 1 I

LOS SALUDOS:

1. Buenos días
2. Buenas tardes
3. Hola
4. Estoy aquí
5. ¿Cómo te llamas?
6. Me llamo _____ a
sus órdenes.
7. Hasta mañana
8. Adiós

No. 2

FRASES DIARIAS:

1. Por favor
2. Muchas gracias
3. De nada
4. Dispéñeme

II

LOS SALUDOS:

1. Presente
2. ¿Cómo estás?
3. Estoy bien, gracias
4. ¿Cuántos años tienes?
5. Tengo _____ años.
6. Adiós

FRASES DIARIAS:

1. Tengo hambre
2. Tengo frío
3. Tengo calor
4. Tengo sed
5. Tengo catarro
6. Tengo tos

III

LOS SALUDOS:

1. ¿Y usted?
2. Estoy bien, gracias
3. Me llamo _____
para servirle
4. Hasta luego

FRASES DIARIAS:

1. Quiero _____
2. Ven (a) _____
3. Quiero comprar _____
4. ¿Cuánto cuesta?
5. No, no tengo
6. Vivo en (simple-
complex)
7. ¿Puedo tomar agua?
8. Este es un _____
9. ¿Sacó su _____?

IV

LOS SALUDOS:

1. ¿Qué le pase usted
bien!
2. ¡Hasta luego!
3. ¡Hasta la vista!

FRASES DIARIAS:

1. ¿Cuántos van a
comprar leche, etc.?
2. ¿Qué tengo aquí?
3. ¿Dónde está _____?
4. ¿Quién es?
5. Que le vaya bien.

INSTRUCCIONES DE CLASE:

1. Siéntense, por favor
2. Párense ó pónganse en línea
3. Fórmense - Pónganse en línea
4. Escuchen
5. Vengan a la alfombra
6. Levanten la mano
7. Ejercicios para incendios

INSTRUCCIONES DE CLASE:

1. Escriban su nombre y la fecha
2. Tome una hoja de
3. Abran sus libros
4. Clase, vamos a bailar (cantar)
5. Corran
6. Brinquen (salten)
7. ¿Qué es la fecha?
8. Es el día ____ de ____ de 1975

INSTRUCCIONES DE CLASE:

1. Repita (repitan) la oración, número, pregunta, por favor
2. ¿Comprenden?
3. Levante la mano
4. ¿Listo? ¿Listos?
5. Mira, miren
6. Tóquense _____ (la mano, nariz, etc.)

INSTRUCCIONES DE CLASE:

1. Vengan a la alfombra
2. Párense, todos
3. Siéntense, todos
4. Ya es hora de limpiar
5. Es hora de la leche
6. Es hora de escuchar
7. Es hora de recoger los libros
8. ¿Tienes dinero para comprar leche?
9. ¿Encontraste tu nombre?
10. A mí me gustan los niños silencios
11. Alzen la mano, levanten la mano
12. ¿Quién quiere hacer una pregunta?

PREGUNTAS:

1. ¿Qué? (what)
2. ¿Cómo? (how)
1. ¿Cómo te llamas?
2. ¿Cómo estás?
3. ¿Qué es eso?
4. ¿Qué quieres?
5. ¿Dónde vas?
6. ¿Cuál es tuyo?
7. ¿Quién es _____?
8. Pregúntame como me llamo
¿Cómo te llamas?

II

PREGUNTAS:

3. ¿Cuál? (which)
4. ¿Dónde? (where)
1. ¿Cómo se hace eso?
2. ¿Cómo se abre la _____?
3. ¿Qué tengo en la mano?
4. ¿Qué hora es?
5. ¿Dónde vive usted?
6. ¿Dónde está la _____?
7. ¿Quién quiere _____?
8. ¿Quién está ausente?

III-IV

PREGUNTAS:

5. ¿Quién? (who)
1. Students will be able to use and answer the previous level questions.

No. 5 I

SALON DE CLASE:

1. El salón (de clase)
2. La silla
3. La mesa
4. La ventana
5. La puerta
6. El lápiz
7. El papel
8. La bandera
9. La pluma
10. La pintura
11. El color (la crayon)
12. El dibujo
13. La goma
14. La pegadura

No. 6

LAS PARTES DEL CUERPO:

1. La mano
2. El dedo
3. La cabeza
4. La cara
5. La cara
6. El oído (oreja)
7. La boca
8. La nariz
9. El cabello

II

SALON DE CLASE:

1. El escritorio
2. El almacén (storage room)
3. La alfombra
4. La brocha
5. El borrador
6. La regla
7. La pelota

LAS PARTES DEL CUERPO:

1. El brazo
2. La pierna
3. La rodilla
4. El pie
5. Dientes
6. Lengua
7. Hombros

III

SALON DE CLASE:

1. Pintura
2. Oficina
3. Escuela
4. Grapas
5. Grapadora
6. Audífonos
7. Tocadoisco
8. Grabadora

LAS PARTES DEL CUERPO:

1. Las orejas (oídos)
2. Las pestañas
3. Las uñas
4. El codo
5. Las cejas
6. La frente
7. El cuello
8. El estómago
9. El pecho

IV

SALON DE CLASE:

1. Use sentence patterns given under "Partes del Cuerpo".
2. Pongan la grabadora sobre la mesa.
3. Coloquen los papeles en su librito.
4. Traigan la tiza al pizarrón. (pizarra)

LAS PARTES DEL CUERPO:

1. ¿De qué color son sus ojos? Mis ojos son ____.
2. Enséñeme su pié derecho.
3. ¿Para que usas tus pies?
4. ¿Cuántos dedos tienes?
5. Toque con su mano su cabeza.
6. Me duele (la, el) ____.
7. Cierren (los, las, el, la) ____.
8. Tápanse (la, el) ____.
9. Enséñeme la mano.
10. ¿Dónde está su mano? Aquí está mi mano.
11. Esta es mi mano.
12. Tóquese sus ojos.

No. 7 I

LOS NUMEROS:

Uno al veinte

II

LOS NUMEROS:

Uno al veinte

III

LOS NUMEROS:

Uno al treinta

IV

LOS NUMEROS:

Uno al cien

No. 8

LA ROPA:

1. El vestido
2. La blusa
3. La camisa
4. Los zapatos
5. La falda
6. Los pantalones
7. El sombrero
8. Los calcetines

LA ROPA:

1. La chaqueta
2. El suéter, (suera)
3. Las medias
4. El listón

LA ROPA:

1. Los _____ estan
aquí.
2. El _____ es rojo.
3. Vistan la muñeca con
la _____.
4. Qúitenle la _____.

LA ROPA:

1. Sus _____ son
bonitas.
2. Los _____ van
aquí.
3. Pongan sus _____
_____ en las sillas.

LOS ALIMENTOS: (La tienda)

1. Maíz
2. Tuna (cactus)
nopal
3. Pan dulce
4. Manzana
5. Naranja
6. Plátano
7. Chocolate

LOS ALIMENTOS:

1. La carne
2. Los panes
3. La leche
4. Las frutas:
melón
uvas
sandía
durazno
ciruela
pera
tomate
5. Las legumbres:
(verduras)
cebolla
chile
papas
aguacate
frijoles
6. Los dulces:
pirulines

LOS ALIMENTOS:

1. La carne:
pollo
carne de res
carne de puerco
carne de borrego
chorizo
2. Huevos
3. Queso
4. Las frutas:
piña
higo
fresas
cerezas
limón
guayabas
mango
5. Legumbres:
elote
chícharos
ejotes
camote
betabel
col, repollo
lechuga
calabaza
6. Panes:
buñuelos
tortillas
(maíz, harina)
7. arroz
8. Bebidas:
champurrado
atole

LOS ALIMENTOS: (La tienda)

Use in sentences:

1. Mamá toma leche
2. Mi tía hace pan.

No. 10 I

LA FAMILIA:

1. La mamá
2. El papá
3. El abuelo
4. La abuela
5. La hermana
6. El hermano
7. El tío
8. La tía
9. El bebé (nene)

II

LA FAMILIA:

1. El primo
2. La prima
3. La hija
4. El hijo
5. El niño
6. La niña

III

LA FAMILIA:

(simple sentences)

1. Mi mamá
2. Mi papá
3. Mi hermano
4. Mi hermana
5. Mi comadre

IV

LA FAMILIA:

(use in sentences)

1. Mi hermanita es bonita.
2. Mi hermano es simpático.
3. María es mi hermana.
4. Mi hermana juega a la pelota.

No. 11

LOS ANIMALES:

1. El perro
2. El gato
3. El pájaro
4. El oso
5. El león
6. El elefante
7. La jirafa
8. El tigre
9. La tortuga

LOS ANIMALES:

1. El caballo
2. El conejo
3. La águila
4. El lagarto
(lizard)
5. La ardilla
6. El caimán
(alligator)
7. El lobo
8. El pez
9. El pescado
10. El borrego (lamb)
11. El pollo

LOS ANIMALES:

1. El hipopótamo
2. La zebra
3. El zorrillo
4. La gallina
5. La pantera
6. El toro
7. El camello
8. La vaca
9. El venado
10. El burro
11. El gallo
12. La rana
13. El ganso
14. La cabra
15. El canguro
16. El dinosaurio
17. La garza
18. El flamenco

LOS ANIMALES:

Introduce classification of animals

1. Insectos
2. Animales domésticos
3. Animales silvestres
4. Animales del campo
5. Animales del agua

No. 12

I

TRABAJADORES PUBLICOS:

(Exposure only)

1. La profesora (maestra)
2. La directora
3. La enfermera
4. El portero

II

TRABAJADORES PUBLICOS:

(Exposure only)

1. La secretaria
2. El bombero
3. El policía
4. El cartero
5. El médico

III

TRABAJADORES PUBLICOS:

1. El vendedor
2. El basurero
3. La cocinera

IV

TRABAJADORES PUBLICOS:

(Use in sentences)

No. 13

LOS COLORES:

1. Rojo
2. Amarillo
3. Azul
4. Anaranjado
5. Morado
6. Verde
7. Blanco
8. Negro
9. Cafe

LOS COLORES:

(Same as Level I)

LOS COLORES:

Will be able to use
colors as adjectives

LOS COLORES:

Use in Sentences

No. 14 I

II

III

IV

DIAS DE FIESTA:
(Exposure only)

DIAS DE FIESTA:

DIAS DE FIESTA:

DIAS DE FIESTA:

1. Víspera de Todos los Santos
2. Navidad
3. Día de San Valentín
4. Día de Pascuas
(Pascua Florida)
5. Cumpleaños
6. Día de dar gracias
7. Año Nuevo
8. Cumpleaños de Lincoln
9. Cumpleaños de Washington
10. Día de la bandera
11. Día de las madres
12. Día de los padres
13. Cinco de Mayo
14. Día del niño

Introduce terms related
to holidays

Explain reasons for
holidays

Use terms in sentences

No. 15 I

FIGURAS GEOMETRICAS:

(Exposure only)

1. El círculo
2. El cuadrado
3. El rectángulo
4. El triángulo
5. Rombo
6. Estrella

No. 16

CONCEPTOS RELATIVOS AL ESPACIO:

1. derecho
2. izquierdo
3. arriba
4. abajo

No. 17

ALFABETO:

Level I-II

II

FIGURAS GEOMETRICAS:

1. El círculo
2. El cuadrado
3. El rectángulo
4. El triángulo
5. Diamante
6. Óvalo

CONCEPTOS RELATIVOS AL ESPACIO:

1. empujar
2. jalar
3. adelantar
4. retroceder
5. de lado

ALFABETO:

Level III-IV

III

FIGURAS GEOMETRICAS:

Use in sentences

CONCEPTOS RELATIVOS AL ESPACIO:

1. lejos
2. cerca
3. encima de
4. enfrente de
5. después de

ALFABETO:

IV

FIGURAS GEOMETRICAS:

Use in sentences

CONCEPTOS RELATIVOS AL ESPACIO:

Use in sentences

ALFABETO:

164

No. 18 I

LA CASA:

1. La puerta
2. La ventana
3. La recámara
4. La cocina
5. La sala
6. Cuarto de baño
7. El patio

II

LA CASA:

1. El techo
2. La chimenea
3. El piso
4. La pared
5. El comedor
6. El suelo
7. Los escalones

III

LA CASA:

1. La cama
2. El buró
3. La mesa
4. La silla
5. La estufa
6. El refrigerador
7. El sillón
8. El radio
9. El teléfono
10. La lámpara
11. La almohada
12. La televisión

IV

LA CASA:

Use in sentences using
attributes:

1. La casa es roja
2. En la cocina hay sillas
blancas, y duras.

I - IV

No. 19 ASOCIACIONES

1. El estudiante puede identificar varias formas de los mismos objetos. (Diferentes clases de sillas, comidas, etc.)
2. El estudiante puede identificar objetos que van juntos. (pájaro-jaula-nido) (árbol - hojas)
3. El estudiante puede agrupar correctamente según su función. (Cosas que pueden volar: Aviones, pájaros, papalotes (chiringa)).

No. 20 I

II

III

IV

TIEMPOS:

1. Día
2. Mañana
3. Noche
4. Tarde
5. Hoy
6. Pasado mañana
7. Ayer

TIEMPOS:

1. Siempre
2. Nunca
3. Pronto
4. Más tarde
5. Ahora
6. Próximo
7. Antes de
8. Después de

TIEMPOS:

Student can tell time
in Spanish

TIEMPOS:

Student can tell time
in Spanish

SENTIDOS:

1. Ver (brillante - lustroso, deslustrado - opaco)
2. Oír (ruidoso, quieto)
3. Tocar (áspero, suave - liso)
4. Oler (fragancias ó aromas de especias, flores, etc.)
5. Probar (dulce, agrio, amargo, etc.)

I

SENTIDOS: (Exposure)

1. Contento
2. Triste
3. Cansado
4. Alegre
5. Miedo

II

SENTIDOS:

1. Estoy contento
2. Estoy triste
3. Estoy cansado
4. Estoy alegre
5. Tengo miedo

III

SENTIDOS:

1. Me gusta comer.
2. Me siento triste.

IV

SENTIDOS:

1. Me gusta comer
2. Me siento triste.

DINERO:

1. Un centavo
2. Cinco centavos
3. Diez centavos
4. Veinte centavos
5. Cincuenta
6. Un dólar

DINERO:

1. Cinco es cinco centavos
2. Diez es diez centavos ó dos cincos
3. Veinte y cinco es veinte y cinco centavos ó cinco cincos
4. Cincuenta es dos veinte y cincos
5. Un dólar es cuatro veinte y cincos ó dos cincuentas

DINERO:

1. Student will be able to do the previous levels and also give correct change in Spanish.

No. 23

I

LOS DIAS DE LA SEMANA:

1. lunes
2. martes
3. miércoles
4. jueves
5. viernes
6. sábado
7. domingo

II

LOS DIAS DE LA SEMANA:

1. Use them in sentences.
Hoy es lunes.

III

LOS DIAS DE LA SEMANA:

1. Use them in sentences
Hoy es lunes.

IV

LOS DIAS DE LA SEMANA:

No. 24

LOS MESES: (Exposure only)

1. enero
2. febrero
3. marzo
4. abril
5. mayo
6. junio
7. julio
8. agosto
9. septiembre
10. octubre
11. noviembre
12. diciembre

LOS MESES:

1. Use them in sentences.
Hoy es _____ el _____
de enero.

LOS MESES:

1. Hoy es _____
el _____ de _____ de
1975.

LOS MESES:

Review previous levels and add descriptions.
En el otoño las hojas cambian de color.

No. 25

I

LAS ESTACIONES:

1. El otoño
2. El invierno
3. La primavera
4. El verano

II

LAS ESTACIONES:

Knows names and is able to recite the order in which the seasons come during the school year.

NOTE TO TEACHERS:

The multicultural component has been primarily designed to follow the District's Multicultural Resource Guides.

It is recommended that the Multicultural Curriculum be incorporated into other curriculum areas. Audio visual aids and district instructional media resources should also be utilized to supplement or augment the Multicultural Curriculum.

In order to facilitate record keeping, draw a vertical line through the appropriate squares whenever your class has achieved the same objectives.

MULTICULTURAL OBJECTIVES KINDERGARTEN GRADE	STUDENT NUMBER	K. B.1	K. B.1.1	K. B.1.2	K. B.1.3	K. B.1.4	K. B.1.5	K. B.1.6	K. B.2	K. B.2.1	K. B.2.2								
		MEXICAN CULTURE	16TH OF SEPTEMBER	CINCO DE MAYO	THE MEXICAN FLAG	COSTUMES	EDIFICIOS	PIÑATA	BLACK CULTURE	MARTIN LUTHER KING	SOUL FOOD								
	1																		
	2																		
	3																		
	4																		
	5																		
	6																		
	7																		
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MULTICULTURAL OBJECTIVES

KINDERGARTEN

K.8.1 MEXICAN CULTURE

- K.8.1.1 16TH OF SEPTEMBER: The child will be able to state that the Sixteenth of September is a holiday.
- K.8.1.2 CINCO DE MAYO: (a) The student will be able to state that "Cinco de Mayo" means May the 5th as measured by an oral test.
- (b) The student will be able to state that "Cinco de Mayo" is a holiday celebrated in Mexico.
- K.8.1.3 THE MEXICAN FLAG: (a) The student will be able to identify the Mexican Flag.
- (b) The student will be able to identify the three colors in the Mexican Flag: green, white and red.
- K.8.1.4 COSTUMES: Given a picture cut into three parts (head, middle, feet), the student will be able to reassemble the picture correctly.
- K.8.1.5 EDIFICIOS: The student will identify picture card numbers 1-4 as buildings native to Mexico.
- K.8.1.6 PIÑATA: (a) The student will be able to recognize a piñata and say its name (piñata).
- (b) The student will be able to describe orally how the piñata is used.

K.8.2 BLACK CULTURE

- K.8.2.1 MARTIN LUTHER KING: (a) To gain an understanding of the King Family and their love of music, the children will learn and sing songs which the King Family probably sang at home.
- (b) To understand the ethnic culture of the King Family, the children will cook a simple "Soul Food" menu which might be typical of a Black Family.

MULTICULTURAL OBJECTIVES

KINDERGARTEN

(c) To convey information about the ethnic background of the King Family, children will learn rhymes and play games that the King children might have played.

(d) The student will paint a picture, color the Color Book about the King Family, and will discuss the pictures to further their knowledge of this family.

(e) The student will read and answer questions with 75% accuracy.

(f) To show the knowledge gained, the student will write sentences about the story.

(g) To gain an understanding of vocabulary and meaning of words, the children will read and work a crossword puzzle.

K.8.2.2

SOUL FOOD: (a) To gain an understanding of Soul Food, the student will prepare Soul Food in the cooking center.

(b) To gain facts about Soul Food, the students will participate in discussions, and compile recipes.

(c) To convey information about Soul Food, the student will write recipes for a Soul Food Cookbook.

(d) To give information on Soul Food, the student will set up a "mock" Soul Food dinner display.

MULTICULTURAL
OBJECTIVES
FIRST GRADE

STUDENT NUMBER	1.
MEXICAN CULTURE	8.1
16TH OF SEPTEMBER	1.
CINCO DE MAYO	8.1.1
THE MEXICAN FLAG	1.
MOCTEZUMA,	8.1.2
CORTÉS, MALINCHE	1.
BENITO JUAREZ	8.1.3
BLACK CULTURE	1.
THE CITY OF THE	8.2
ELEPHANTS	1.
BENJAMIN BANNEKER	8.2.1
BILL PICKETT	1.
THE BLACK FAMILY	8.2.2
	1.
	8.2.3
	1.
	8.2.4

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MULTICULTURAL OBJECTIVES

FIRST GRADE

1.8.1 MEXICAN CULTURE

- 1.8.1.1 16TH OF SEPTEMBER: The student will be able to state why Mexico celebrates 16th of September as a holiday.
- 1.8.1.2 CINCO DE MAYO: (a) The student will know that "Cinco de Mayo" means May the Fifth as measured by an oral test.
- (b) The student will be able to state why Mexico celebrates Cinco de Mayo as a holiday.
- 1.8.1.3 THE MEXICAN FLAG: (a) The student will be able to recognize the Mexican Flag as observed by the teacher.
- (b) The student will be able to give orally the three major colors in the Mexican Flag.
- (c) The student will be able to describe (orally) the symbol in the center of the flag.
- 1.8.1.4 MOCTEZUMA, CORTÉS, MALINCHE: The student shall identify the three drawings of Moctezuma, Cortés, and Malinche when presented by the teacher.
- 1.8.1.5 BENITO JUAREZ: (a) The student will be able to identify the picture of Benito Juarez.
- (b) The student will be able to tell something Benito Juarez did.

1.8.2 BLACK CULTURE

- 1.8.2.1 THE CITY OF THE ELEPHANTS: (a) After reading the simplified story of "The City of the Elephants", the student will write a different ending to the story.
- (b) After discussing information about elephants, the student will be able to sing the song, "Jumbo".

MULTICULTURAL OBJECTIVES

FIRST GRADE

(c) After discussing different types of folktales, the students will be able to write or copy a folktale they have heard.

(d) After being given a playlet, the student will dramatize the folktale, "City of the Elephants".

1.8.2.2 BENJAMIN BANNEKER: (a) The student will make a clock.

(b) The student will use a chart to record the weather for a month.

(c) The student will write a letter about Benjamin Banneker.

(d) The student will write a creative poem about a clock.

1.8.2.3 BILL PICKETT: (a) The student will make a Bill Pickett doll.

(b) The student will demonstrate math skills by completing a color coded puzzle of a horse.

(c) The student will develop vocabulary building skills by writing in the names of cowboys' clothing.

(d) The student will develop language skills by learning a song about cowboys.

1.8.2.4 THE BLACK FAMILY: (a) The students will draw a picture of a Black Family.

(b) The students will develop their vocabulary skills by writing words they can read which describe a family.

(c) The students will draw a picture of the "first" Black Family in America.

(d) The students will develop their language and vocabulary skills by dramatizing "playing house", with stick puppets.

MULTICULTURAL
OBJECTIVES
SECOND GRADE

STUDENT NUMBER	2. 8.1
MEXICAN CULTURE	2. 8.1.1
BENITO JUAREZ	2. 8.1.2
CINCO DE MAYO	2. 8.1.3
THE MEXICAN FLAG	2. 8.1.4
JOSÉ MORELOS	2. 8.1.5
MIGUEL HIDALGO	2. 8.2
BLACK CULTURE	2. 8.2.1
BILL COSBY	2. 8.2.2
JOHN HENRY	2. 8.2.3
NAT LOVE	2. 8.2.4
HUDDIE LEDBETTER	2. 8.2.5
GEORGE WASHINGTON CARVER	2. 8.2.6
JAN MATZELIGER	

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MULTICULTURAL OBJECTIVES

SECOND GRADE

2.8.1 MEXICAN CULTURE

- 2.8.1.1 BENITO JUAREZ: (a) From a group of three pictures, the student will be able to identify the picture of Benito Juarez.
- (b) The student will be able to tell about two events in Benito Juarez' life before he became a political leader.
- (c) The student will be able to tell one thing that made Benito Juarez one of Mexico's greatest leaders.
- 2.8.1.2 CINCO DE MAYO: (a) The student will be able to name orally the names of the leaders of the Mexican and French Armies in the Battle of Puebla.
- (b) The student will be able to describe orally the Mexican and French Armies.
- 2.8.1.3 THE MEXICAN FLAG: (a) The student will be able to tell orally the meaning of each color in the flag.
- (b) From a series of pictures (showing events in the legend) the student will be able to place them in proper sequence.
- 2.8.1.4 JOSÉ MORELOS: Given a list of eight occupations, the student will be able to select the three jobs that Morelos did: mule driver, priest and teacher.
- 2.8.1.5 MIGUEL HIDALGO: (a) When shown a picture, the student will be able to name Father Hidalgo.
- (b) The student will be able to tell two things about Father Hidalgo as measured by an oral post test.

MULTICULTURAL OBJECTIVES

SECOND GRADE

2.8.2 BLACK CULTURE

2.8.2.1 BILL COSBY: (a) The students will read a story about Bill Cosby's boyhood, and number related facts in chronological order.

(b) The students will read an article about Bill Cosby's family, and write one or two sentences about an incident in the story.

(c) The students will read a story about Bill Cosby's adult life, and draw a picture about one segment.

(d) The students will make puppets, and act out the story in Lesson Four.

2.8.2.2 JOHN HENRY: (a) The students will read a story and answer questions with 70% accuracy

(b) The students will take part in an oral discussion describing John Henry, and complete a paper matching opposites.

(c) The students will read a riddle, and complete a dot-to-dot picture with 70% accuracy.

(d) The students will learn and sing two songs about John Henry.

2.8.2.3 NAT LOVE: (a) To develop a greater understanding of Nat Love's travels and to strengthen map study skills, the students will find the states of Tennessee, Kansas, and Texas on a large map, and color these areas on a small map.

(b) To increase his vocabulary and strengthen spelling skills, the student will read a short selection, and accurately work a crossword puzzle.

(c) To show evidence of the ability to recall information, the students will read a tall tale and correctly sequence the events.

MULTICULTURAL OBJECTIVES

SECOND GRADE

(d) To show an understanding of the hardships of life in the early west, the students will write two or three sentences about how they would feel in given situations.

2.8.2.4 HUDDIE LEDBETTER: (a) The students will read a story about Leadbelly and color a picture of Leadbelly and his guitar.

(b) The students will learn the song "Green Corn", written by Leadbelly.

(c) The students will learn the action game that goes with the song "Green Corn".

(d) The students will write the action words to a familiar song and then sing the song and perform the actions.

2.8.2.5 GEORGE WASHINGTON CARVER: (a) The student will relate Carver's experiences as the Plant Doctor by growing and caring for a plant.

(b) The student will learn about George's curiosity by writing about things which made him wonder.

(c) The student will understand how Carver used a microscope, by using one and illustrating their findings.

(d) The student will be aware of Dr. Carver's glass lab equipment by making sketches of it.

(e) The student will relate Carver's peanut and sweet potato products by gathering material for a display.

MULTICULTURAL OBJECTIVES

SECOND GRADE

- 2.8.2.6 JAN MATZELIGER: (a) The students will gain information about Matzeliger by reading a short story about his boyhood and making a picture.
- (b) The students will learn facts about Matzeliger's shoe making skills, by reading a short story, and making new words.
- (c) The students will learn about the lasting machine, by reading an article and working a crossword puzzle.
- (d) The students will gain a greater understanding of the shoe industry, before the lasting machine, by making some shoes by hand.

STUDENT NUMBER	
MEXICAN CULTURE	3. 8.1
16TH OF SEPTEMBER	3. 8.1.1
CINCO DE MAYO	3. 8.1.2
THE MEXICAN FLAG	3. 8.1.3
MOCTEZUMA, CORTÉS, MALINCHE	3. 8.1.4
BENITO JUAREZ	3. 8.1.5
BLACK CULTURE	3. 8.2
THE COLORS OF MAN	3. 8.2.1
BOSE IKARD	3. 8.2.2
KINTU AND THE LAW OF LOVE	3. 8.2.3
GARRETT A. MORGAN	3. 8.2.4

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MULTICULTURAL OBJECTIVES

THIRD GRADE

3.8.1 MEXICAN CULTURE

- 3.8.1.1 16TH OF SEPTEMBER: (a) Given three pictures the student will be able to identify Father Hidalgo.
- (b) The child will be able to tell orally three things that he has learned about Father Hidalgo.
- 3.8.1.2 CINCO DE MAYO: (a) The student will understand the significance of the war at Puebla as measured by a written test.
- (b) The student will be able to identify the important people of the battle of Puebla as measured by a written test.
- 3.8.1.3 THE MEXICAN FLAG: After reading assigned stories, the student will be able to answer simple questions about the Aztec legend of the eagle and the serpent and the meaning of the colors of the Mexican Flag.
- 3.8.1.4 MOCTEZUMA, CORTÉS, MALINCHE: (a) The student will be able to identify the following individuals: Cortés, Malinche, Moctezuma as measured by a written test.
- (b) The student will be able to state that Cortés wanted the gold from the Aztecs as measured by a written test.
- (c) The student will be able to identify Quetzalcoatl as an Aztec god as measured by a written test.
- 3.8.1.5 BENITO JUAREZ: (a) The student will be able to tell why Benito Juárez wanted to go to school.
- (b) The student will be able to tell one reform that Benito Juárez made in Mexico.
- (c) Given a series of six pictures, the student will be able to place them in proper sequence of events in the life of Benito Juárez.

MULTICULTURAL OBJECTIVES

THIRD GRADE

3.8.2 BLACK CULTURE

- 3.8.2.1 THE COLORS OF MAN: (a) The student will relate that melanin is the ingredient which gives skin its color by means of group discussion.
- (b) The student will read to find out that the sun acts upon melanin to darken the skin.
- (c) The student will write poems, paint pictures, orally build stories, watch a film, and listen to a story to find out why people have different skin tones.
- 3.8.2.2 BOSE IKARD: (a) The student will color in Ikard's birth state and childhood state where he grew up.
- (b) The student will demonstrate the ability to add an ending to a given story.
- (c) The student will use the dictionary as a reference tool, and will illustrate a given situation.
- (d) When given a specific role playing situation, the student will demonstrate the ability to role play.
- 3.8.2.3 KINTU AND THE LAW OF LOVE: (a) The student will illustrate an African village in order to acquire an understanding of how Kintu lived.
- (b) The student will locate descriptive words about Kintu in a crisscross puzzle.
- (c) The student will develop a booklet of human needs in order to understand how Kintu's village became over populated.
- (d) The student will use sock puppets to dramatize people working together to gain an understanding of how Baganda was rebuilt.
- (e) The student will answer questions about Manda and Kintu to relate the moral of the story.

MULTICULTURAL OBJECTIVES

THIRD GRADE

3.8.2.4 GARRETT A. MORGAN: (a) The student will demonstrate an understanding of what inventions are by drawing one picture of an invention used in their homes.

(b) The student will gain knowledge about what inventions were made by Garrett A. Morgan by reading an article and writing a story of 3 or 4 sentences about Mr. Morgan's inventions.

(c) The student will develop oral language and role playing skills by taking part in a skit about the first use of the gas mask, and performing the skit for other students.

(d) The student will demonstrate skills in using materials and constructing objects by making individual models of traffic signals.

MULTICULTURAL
OBJECTIVES
FOURTH GRADE

	STUDENT NUMBER	MEXICAN CULTURE	16TH OF SEPTEMBER	CINCO DE MAYO	THE MEXICAN FLAG	GOLD MINING	CHARRO	MOCTEZUMA	PORFIRIO DÍAZ	CARLOTA AND MAXIMILIAN	TENOCHTITLAN	BLACK CULTURE	WILLIAM LEIDESDORFF	PIO PICO	JAMES BECKWORTH	THE SETTLEMENT OF CALIFORNIA	WILSON RILES
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MULTICULTURAL OBJECTIVES

FOURTH GRADE

4.8.1 MEXICAN CULTURE

- 4.8.1.1 16TH OF SEPTEMBER: (a) The student will identify a picture of Doña Josefa when shown a picture by the teacher.
- (b) The student will relate to the teacher the events leading up to the ringing of the bell.
- 4.8.1.2 CINCO DE MAYO: The student will be able to give the sequence of events in the Battle of Puebla as measured by a written test.
- 4.8.1.3 THE MEXICAN FLAG: (a) The student will be able to participate in group situations, in saying the Mexican flag salute, as observed by the teacher.
- (b) Each student will be able to write one concept brought out in the Mexican flag salute.
- (c) The student will be able to give the date of Flag Day in Mexico and the United States.
- 4.8.1.4 GOLD MINING: (a) To teach the student how and where gold was discovered in California.
- (b) To teach the student that gold was first discovered by Francisco López.
- (c) To teach the student the contributions Mexican miners have made in the methodology and technology of gold mining.
- 4.8.1.5 THE CHARRO: (a) The student will learn that the Mexican charro was the first cowboy.
- (b) The student will know that the words: lariat, bronco, rodeo, saddle, bridle, spurs, chaps, and sombrero are Spanish in origin.

MULTICULTURAL OBJECTIVES

FOURTH GRADE

- 4.8.1.6 MOCTEZUMA: The student will be able to list in order the events leading to the downfall of Moctezuma.
- 4.8.1.7 PORFIRIO DIAZ: (a) The student will demonstrate his understanding of the role of Porfirio Díaz as a dictator, as demonstrated by his performance on a written test.
- (b) The student will demonstrate his understanding of the roles of the rurales, the hacendados, and the peones as demonstrated by his performance on a written test.
- (c) The student's understanding of the life styles in Mexico under Porfirio Díaz will be demonstrated by his performance in a written test.
- 4.8.1.8 CARLOTA AND MAXIMILIAN: (a) The student will be able to give the identity of Napoleon, Maximilian, and Carlota as measured by a written test.
- (b) The student will be able to tell how Maximilian came to be Emperor of Mexico as measured through discussion.
- (c) The student will be able to tell how the Mexican people received Maximilian and Carlota in Mexico City.
- 4.8.1.9 TENOCHTITLAN: (a) The student will demonstrate an understanding of the origin of Tenochtitlan as measured by a written test.
- (b) The student will demonstrate an understanding that the Aztecs were also known as Mexicas as measured by a written test.
- (c) The student will demonstrate an understanding of the purpose for the construction of chinampas as measured by teacher observation.

MULTICULTURAL OBJECTIVES

FOURTH GRADE

4.8.2 BLACK CULTURE

- 4.8.2.1 WILLIAM LEIDESDORFF: (a) The student will read about William Leidesdorff and then write a plan of action for earning money.
- (b) The student will read and write about Leidesdorff's San Francisco.
- (c) The student will read and do vocabulary development exercises.
- (d) The student will read and decode a message about Leidesdorff.
- 4.8.2.2 PIO PICO: (a) The student will read a short story about Pio Pico.
- (b) The student will correctly syllabicate words from the story.
- (c) The student will write a fictional story about Pio Pico, relating how he might solve some of California's problems today.
- (d) The student will write a letter to the governor.
- 4.8.2.3 JIM BECKWOURTH: (a) The student will recall information about Beckwourth's early life by constructing Word Trees.
- (b) The student will relate information about Beckwourth's adventures as a trapper by solving coded messages.
- (c) The student will convey information about James Beckwourth's adventures as a Crow Indian Chief by answering open ended questions and/or drawing a picture.
- (d) The student will recall information about Beckwourth Pass by reading the scale of a given map.

MULTICULTURAL OBJECTIVES

FOURTH GRADE

4.8.2.4 THE SETTLEMENT OF CALIFORNIA: (a) The student will write a summary of minority contributions in early California.

(b) The student will make a crisscross puzzle using words common to this unit of study.

(c) The student will write a poem and draw a picture about the ethnic groups in this unit.

4.8.2.5 WILSON RILES: (a) The student will convey data about Wilson Riles' life by alphabetizing proper nouns and correctly punctuating sentences.

(b) The student will perform in a fictional playlet about Wilson Riles' visitation to an elementary school to expand their oral language.

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MULTICULTURAL OBJECTIVES

FIFTH GRADE

5.8.1 MEXICAN CULTURE

- 5.8.1.1 16TH OF SEPTEMBER: (a) The student will be able to describe the Mexican Army as measured by a written test.
- (b) The student will identify the banner that Hidalgo's army carried.
- (c) The student will be able to describe why the Royalists began to win the battles.
- (d) The student will demonstrate his understanding of the significance of the Movement for Independence started by Hidalgo.
- 5.8.1.2 CINCO DE MAYO: (a) The student will be able to name the national Mexican holiday celebrated in commemoration of the Battle of Puebla, 1862, as measured by a written test.
- (b) The student will be able to tell why Cinco de Mayo is important to Mexico and the United States as measured by a test.
- 5.8.1.3 THE MEXICAN FLAG: (a) The student will be able to tell the number of changes in the Mexican flag.
- (b) The student will be able to write a description of one of six Mexican flags prior to 1916.
- (c) From the group of seven flags, the student will be able to select the present Mexican flag.
- 5.8.1.4 CHAPULTEPEC CASTLE: (a) The student will be able to give the name of the castle where Maximilian and Carlota lived as measured by a written test.

MULTICULTURAL OBJECTIVES

FIFTH GRADE

(b) The student will be able to give some background on the castle (what the word Chapultepec means; that it was a fortress, then a military school and that now it is a museum, etc.) as measured by a written test.

(c) The student will be able to state why the Spaniards built a chapel on the hill as measured by a written test.

5.8.2 BLACK CULTURE

5.8.2.1 MATTHEW HENSON: (a) The student will correctly write and punctuate a fictional conversation.

(b) The student will write a short story about an Eskimo dog team.

(c) The student will draw a picture of a dog sled.

(d) The student will write a poem about Matthew Henson.

5.8.2.2 BLACK MOUNTAIN MEN: (a) The students will demonstrate their knowledge of the contributions made by Edward Rose by correctly matching statements that refer to his accomplishments.

(b) The students will show their knowledge of York's contributions by correctly answering questions about his success with the Indians.

(c) The students will demonstrate their knowledge of James Beckworth's accomplishments in the West by correctly filling in the statements.

MULTICULTURAL OBJECTIVES

FIFTH GRADE

- 5.8.2.3 JEAN BAPTISTE POINTE DE SABLE: (a) To gain an understanding of De Sable's early life, the student will read and work a crossword puzzle accurately.
- (b) To obtain facts about De Sable's adventures prior to his discovery of Chicago, the student will read and answer questions with 70% accuracy.
- (c) To convey information about the success of De Sable's trading post, the student will read and accurately write a friendly letter, including all the proper headings.
- (d) To give information concerning De Sable's later years, the student will read, draw a picture, and answer four questions about De Sable.
- 5.8.2.4 DR. CHARLES R. DREW: (a) The student will complete a dot-to-dot puzzle of Dr. Drew.
- (b) The student will match word meanings by drawing a line connecting two different columns.
- (c) Given a list of vocabulary terms, the student will demonstrate the ability to use the dictionary by locating given terms and write the word in a complete sentence.
- 5.8.2.5 ESTEVANICO: (a) The student will be able to relate orally that Estevanico was a Black explorer.
- (b) The student will be able to relate that Estevanico was among the first men to reach the New World over four hundred years ago.
- (c) The student will be able to relate orally and/or in writing that Estevanico discovered the territory which is now Arizona and New Mexico.

MULTICULTURAL OBJECTIVES

FIFTH GRADE

- 5.8.2.6 **BUFFALO SOLDIERS:** (a) The student will recall information presented to him by illustrating facts and by unscrambling terms that relate to the Buffalo Soldiers.
- (b) The student will demonstrate his knowledge of the Ninth and Tenth Cavalry by identifying facts related to the Cavalries and by locating on a map the areas in which the Cavalries served.
- (c)- The student will demonstrate his knowledge of Henry O. Flipper and Charles Young by correctly identifying facts that relate to them.

MULTICULTURAL
OBJECTIVES
SIXTH GRADE

STUDENT NUMBER	MEXICAN CULTURE	16TH OF SEPTEMBER	CINCO DE MAYO	THE MEXICAN FLAG	BENITO JUAREZ	JOSÉ MORELOS	FRANCISCO MADERO	JOSEFA ARTIZ DE DOMINGUEZ	JOSÉ CLEMENTE OROZCO	CHINA POBLANA	THE VIRGIN OF GUADALUPE	MAIZ	LAS POSADAS	MARIACHIS	TENOCHTITLAN	DIEGO RIVERA	PIÑATA
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MULTICULTURAL OBJECTIVES

SIXTH GRADE

6.8.1 MEXICAN CULTURE

- 6.8.1.1 16TH OF SEPTEMBER: (a) The student will be able to tell what event is celebrated in Mexico on the Sixteenth of September. This will be measured by a written test.
- (b) The student will be able to tell what similar event is celebrated in the United States on the Fourth of July as measured by a written test.
- 6.8.1.2 CINCO DE MAYO: The student will be able to state the importance of the Battle of Puebla as measured by a written test.
- 6.8.1.3 THE MEXICAN FLAG: (a) To teach the student that Mexico has a flag different in colors and meanings from the United States flag.
- (b) To teach the student some events in Mexican history which influenced the changes in the Mexican flag.
- 6.8.1.4 BENITO JUAREZ: (a) The student will be able to tell four important changes Juarez made as measured by a written test.
- (b) The student will be able to say or write from memory the words of Juarez' speech that have become famous all over the world.
- (c) The student will be able to parallel the lives of Benito Juarez and Abraham Lincoln.
- 6.8.1.5 JOSÉ MORELOS: (a) The student will be able to tell who inspired and helped José María Morelos as measured by a written test.
- (b) The student will be able to list three characteristics José María Morelos required in the men chosen to fight in his army.

MULTICULTURAL OBJECTIVES

SIXTH GRADE

- 6.8.1.6 FRANCISCO MADERO: (a) The student will be able to identify Francisco Madero as the leader of the Revolution of 1910. This will be measured by a written test.
- (b) The student will be able to give five facts about Francisco Madero. This will be measured by a written test.
- (c) The student will be able to write a description of Madero.
- (d) The student will be able to state the importance of the Revolution of 1910. This will be measured by a written test.
- 6.8.1.7 JOSEFA ORTIZ DE DOMINGUEZ: (a) To teach the student the role Doña Josefa played in the struggle for Mexican Independence.
- (b) To teach the student the result of Doña Josefa's involvement in Mexico's Independence.
- 6.8.1.8 JOSÉ CLEMENTE OROZCO: (a) The student will be able to list José Orozco's physical handicaps.
- (b) The student will be able to state who inspired José Clemente Orozco as measured by his performance in a written test.
- (c) The student will demonstrate knowledge of statistical information about José Orozco as measured by a written test.
- 6.8.1.9 CHINA POBLANA: (a) The student will learn the legend of the China Poblana.
- (b) The student will learn that the China Poblana is the national Mexican female folk costume.
- (c) The student will identify the China Poblana costume.

MULTICULTURAL OBJECTIVES

SIXTH GRADE

- 6.8.1.10 THE VIRGIN OF GUADALUPE: (a) To teach the student the legend of the Virgin of Guadalupe.
- (b) To teach the student the important role the Virgin of Guadalupe plays in the lives of Mexican people.
- 6.8.1.11 MAIZ: (a) To teach the student that maiz was responsible for the ancient Indians learning about astronomy, inventing mathematics, and developing a calendar.
- (b) To teach the student that maiz was a part of the ancient Indian's religion.
- (c) To teach the student that the ancient Indians had a corn god.
- 6.8.1.12 LAS POSADAS: (a) To teach the student that "Las Posadas" is a re-enactment of the journey Mary and Joseph made to Bethlehem.
- (b) To teach the student that the pinata is a part of "Las Posadas".
- 6.8.1.13 THE MARIACHIS: (a) To teach the student that the mariachi is a part of Mexican fiestas.
- (b) To teach the student that the word mariachi originated from the French word, mariage.
- (c) To teach the student that mariachis wear charro outfits.
- (d) To show similarity in music between the United States and Mexico. Mariachi music is comparable to folk music in the United States.

MULTICULTURAL OBJECTIVES

SIXTH GRADE

- 6.8.1.14 **TENOCHTITLAN:** (a) The student will demonstrate his understanding of the origin of Tenochtitlan as measured by a written test.
- (b) The student will demonstrate an understanding of the purpose for the causeways and aqueducts.
- (c) The student will demonstrate an understanding of the use of crude, primitive tools as measured by a written test.
- (d) The student will demonstrate an understanding of the importance of the market place as measured by a written test.
- (e) The student will demonstrate an understanding of the monetary system used by the Aztecs as measured by a written test.
- 6.8.1.15 **DIEGO RIVERA:** (a) The student will be able to state Diego Rivera's major art form, murals, as measured by a written test.
- (b) The student will know the definition of a mural as measured by a written test.
- (c) The student will be able to know that Diego Rivera is an internationally known artist as measured by a written test.
- (d) The student will know Diego Rivera's background as measured by a written test.
- 6.8.1.16 **THE PIÑATA:** (a) To teach the student the origin of the piñata.
- (b) To teach the student how the piñata evolved to its present form and decor.

MULTICULTURAL
OBJECTIVES
SIXTH GRADE

STUDENT NUMBER	6. 8.2	6. 8.2.1	6. 8.2.2	6. 8.2.3	6. 8.2.4	6. 8.2.5	6. 8.2.6
BLACK CULTURE							
JULIAN BOND							
THURGOOD MARSHALL							
JESSE JACKSON							
DORIS DAVIS							
MERVYN DYMALLY							
THOMAS BRADLEY							

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MULTICULTURAL OBJECTIVES

SIXTH GRADE

6.8.2 BLACK CULTURE

- 6.8.2.1 JULIAN BOND: (a) The student will read a biographical sketch, and design a birth announcement.
- (b) The student will relate facts about Julian Bond's school days in a crossword puzzle.
- (c) The student will write a friendly letter relating facts about Julian Bond's life.
- (d) The student will explain what it might be like to participate in a sit-in.
- (e) The student will relate in writing how Julian Bond felt when he was nominated for vice president in 1968.
- 6.8.2.2 THURGOOD MARSHALL: (a) The student will demonstrate knowledge of Thurgood Marshall's early life by correctly matching statements.
- (b) The student will show the knowledge that they have obtained about Thurgood's college life by putting statements in sequential order.
- (c) Given a list of questions about Thurgood Marshall's law career, the student will correctly answer the questions.
- 6.8.2.3 JESSE JACKSON: (a) The student will demonstrate his understanding of Jesse Jackson's earlier life by outlining two paragraphs.
- (b) The student will demonstrate his understanding of the King-Jackson relationship by writing compound sentences.
- (c) The student will demonstrate his understanding of voter registration by filling out a "Sample Student Voter Registration Form".

MULTICULTURAL OBJECTIVES

SIXTH GRADE

(d) The student will demonstrate his understanding of "Operation Push" by answering questions about the movement.

6.8.2.4 DORIS DAVIS: (a) The student will be able to relate orally and/or in writing that Doris Davis, a Black woman, is Mayor of Compton, California.

(b) The student will be able to relate orally and/or in writing something about the life of Doris Davis, Black woman Mayor of Compton, California.

(c) The student will be able to identify with some of the experiences that Doris Davis encountered in her life.

6.8.2.5 MERVYN DYMALLY: (a) The student will relate that Mervyn Dymally was the first known Black to become a California State Senator.

(b) The student will relate that Mervyn Dymally removed numerous obstacles to become a prominent Californian.

(c) The student will relate that Mervyn Dymally is interested in helping all people.

6.8.2.6 THOMAS BRADLEY: (a) The student will be able to relate orally and/or in writing that Tom Bradley is Mayor of Los Angeles, California.

(b) The student will be able to relate orally and/or in writing that Tom Bradley was chosen and elected to the Office of Mayor of Los Angeles by many people of all colors.

(c) The student will be able to relate orally and/or in writing that Tom Bradley, born poor, was able to rise above his handicaps to become Mayor of Los Angeles, California.